

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TIP

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Selecting Employees For New Facilities

by Tom Ramsay, Human Resources Psychologist

In staffing a new facility there are often many important variables which directly affect the selection strategy. Present employees may have first consideration for the new jobs. New technology may demand skills and abilities not found in the local labor market. Labor agreements may necessitate approval by union representatives before the selections begin.

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THIS IS TIP

A user-friendly guide to the issue of TIP

Heading to APA?

The complete program begins on page 11.

For the latest in legal doings, check out:

- Paul Sackett's testimony on Title IV of the Goals 2000 Act (pp. 19-23)
- A reprint of a Washington Post editorial by Evan Kemp (pp. 37-38)
- Diane C. Brown's update on subgroup norming (pp. 93-94)

The last installation of SIOP's history of Ph.D. programs is Marv Dunnette's story of the founding and development of the Applied Psychology program at Minnesota, starting on page 67.

The role of women in the field of I/O psychology is highlighted in three interesting articles:

- Karen May's profile of Elaine Pulakos (pp. 27-30)
- Bob Most's profile of Patricia Cain Smith's rise from wilds of Montana (pp. 83-87)
- First American female applied psychologists by Laura Koppes and colleagues

Interested in learning more about SIOP? Be sure to read the following features:

- Paul Sackett's presidential message (pp. 5-7)
- The SIOP task force report on ethnic minority participation (pp. 95-97)
- SIOP Executive Committee meeting highlights (pp. 35-36)
- Guidelines for award nominations
- Report from the Scientific Affairs Committee (pp. 94-95)

Practitioners should be sure to read:

- Rodney Lowman's article on adopting a SIOP Ethics Code (pp. 90-92)
- Tom Baker's Practice Network (pp. 43-51)
- The TIP Fax Poll (pp. 51-53)
- The NSF/Private Sector Research initiative (pp. 98-100)

Students should be sure to read The Student Network, a new column appearing on page 54.

Finally, if you are planning your life for the next decade, be sure to first review:

- Upcoming conferences and meetings
- Upcoming SIOP conferences
- The SIOP Calendar

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A Message From Your President

Paul R. Sackett

I'm writing this shortly after returning from our conference in San Francisco. Record-setting attendance, a fine program with an enormous array of session choices, a great city, and an impressive new hotel all combined to make the conference a huge success. I was talking to former conference committee chair **Stan Silverman** at the conference, and Stan reminded me that the San Francisco Marriott was simply a hole in the ground at the time he negotiated the contract for the conference. Stan—I'm glad you're comfortable with uncertainty.

It's not too early to begin thinking about next year. I call this to your attention now because the conference will be earlier next year than has become traditional. We'll be at the Opryland Hilton in Nashville, April 7-10. The conference committee members who selected the location sing the praises of the hotel. How about another record turnout?

I'm one of those people who keeps old issues of **TIP**—I've got a complete collection going back to 1975. As I assumed the presidency of the Society, I found myself spending some time going through old issues to help get a clear sense of where we've been and where we're going. It's truly striking to see the changes we've been through in the last decade or so.

My own involvement with the Society began with an appointment to serve on the program committee in 1982. We were just on the verge of becoming "the Society" at that point: on June 18, 1982, incorporation papers were signed creating the Society for Industrial and Organizational Psychology. We didn't have a conference then; we were just beginning to talk about the possibility of what was referred to for a number of years as "the mid-year conference," with the APA convention still viewed as the main event for I/O psychologists. We held our first conference in Chicago in 1986, and the SIOP conference quickly overtook the APA convention in terms of attendance and interest. We didn't have an administrative office, a mechanism for collecting dues independent of APA, or a membership directory. We weren't involved in book publishing ventures—the *Frontiers* and *Practice* series emerged in the mid to late 1980's. There were a lot fewer of us then—about 500 fewer members and associate members, at least 1000 fewer student members!

My primary concern this year is responsiveness to the concerns of the members of the Society. I'm hearing a lot about issues like inclusiveness and broad representation of all segments of the Society in the affairs of the Society, and I hope the committee chair appointments that I describe in the follow-

ing paragraphs are responsive to these concerns. Of special concern to me this year is clarifying the criteria for fellowship in the Society, with particular interest in establishing routes to fellowship other than an academic publication record. At an Open Forum session at the conference we received a lot of input about member concerns. In response to a concern about communication to members about Executive Committee actions, we're initiating in this issue an "Executive Committee Highlights" feature that summarizes actions taken by the committee. Other concerns that we'll be acting on this year include reviewing licensure issues in light of movement in the states from title to practice regulation, and reviewing membership criteria.

Looking at my old **TIPs**, I did some quick calculations about the makeup of the Society's Executive Committee that I thought you might find interesting. I looked at the make-up of the Executive Committee for the three-year period 1980-1982 and compared it with the three-year period 1991-1993. In 1980-1982, 33% of the elected officers and committee chairs were employed in non-academic settings, compared with 42% in 1991-1993. In 1980-1982, 13% of the elected officers and committee chairs were female, compared with 32% in 1991-1993. Thus there is a slight change in the organizational affiliation of committee members, but a substantial change in the participation of women on the executive committee. This parallels the shift in membership in general: Ann Howard's 1989 data showed that 20% of Society members were women, but that 46% of new I/O Ph.D.'s in 1989 were women.

It's also clear that there's a lot of "new blood" on the Executive Committee. This year there are 26 elected members of the committee and committee chairs. I'd classify 9 members as "veterans"—individuals with a long record of executive committee service. The other 17 are relative newcomers, which I define as four or fewer years on the committee. Twelve of these are in their first or second year on the executive committee.

Let me tell you about the new elected officers and committee chairs. As announced at the conference in San Francisco, our new President-Elect is **Wally Borman**, of the University of South Florida; our new Secretary is **Nancy Tippins**, of Bell Atlantic; and our new Member at Large of the executive Committee is **Elaine Pulakos**, of the Human Resource Research Organization. We will also be electing two Representatives to APA Council later this year.

New committee chairs include **Joan Brannick**, of the Jack Eckard Corporation (Awards), **Angelo DeNisi**, of Rutgers University (Committee on Committees), **Ann Marie Ryan**, of Bowling Green State University (APA Program), **Jeanette Cleveland**, of Colorado State University (Education and Training), **Wayne Camara**, of the American Psychological Association (External Affairs), **Bill Balzer**, of Bowling Green State University (Membership), **Jay Thomas**, of Jay Thomas and Associates (State Affairs), **Cathy Higgs**, of Allstate (Workshop), and **Dick Jeanneret** of Jeanneret and Associ-

ates (Fellowship). I'd also like to express my thanks to the outgoing chairs of these committees for all of their hard work over the last two years.

There's one additional new appointment: **Doug Bray**'s term as chair of the Professional Practice Series Editorial Board ends this year. **Manny London**, of the State University of New York at Stony Brook, has been named as Doug's successor, and will begin planning work for new volumes in the series.

As is often the case, we are involved in legislative and public policy issues. The EEOC has asked for comment about interpretation of the Civil Rights Act of 1991. At issue is the provision banning any form of score adjustment on the basis of protected class membership. While this provision was prompted by after-the-fact score adjustment on ability tests (e.g., "race-norming"), it is unclear whether this provision should be interpreted as applying to practices such as separate gender norms for personality tests or separate keying of bio-data measures by subgroup. The Society has been involved in two ways. First, the Scientific Affairs Committee, chaired by Kevin Murphy, has prepared a statement on this issue that has been approved by the Executive Committee, and which I will begin sending to the EEOC. Second, I've been involved in lengthy conversations with EEOC staff attorneys regarding this issue. I proposed a position that the act be interpreted as prohibiting after-the-fact adjustments of test scores undertaken solely to reduce or eliminate adverse impact. Taking group membership into account is appropriate if it can be shown to increase accuracy of measurement of accuracy or prediction. There's a separate article in this issue of **TIP** that gives more detail on this issue.

In closing, let me say that I'd be happy to hear from any and all Society members. Give me a call at 612-624-9842.

PUBLICATION SCHEDULE FOR TIP

Publication Month	Deadline
July	May 15
October	August 15
January	November 15
April	February 15

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IOTAS

Kurt Kraiger
University of Colorado at Denver

Tip O' the Hat

To **Ed Fleishman**, recently honored by the American Psychological Society, which named him their first James McKeen Cattell Fellow in Applied Psychology. Ed was presented the award at the opening ceremony of the APS convention in Chicago . . . To SIOP's new jolly good Fellows, **Kevin Ford**, **Linda Gottfredson**, **Joyce Hogan**, **Sara Rynes**, and **Vicki Vandaveer** . . . and to **Kevin Williams**, who successfully defended his SIOP 5K title. Oh sure, it's not as prestigious as being named an APS or SIOP fellow, but then again, how many of those could run a 5-minute mile?

The Sun Also Rises

In April, **Jim Morrison** conducted a seminar in Tokyo for Japanese organizational development consultants on interventions relating to leadership development and team building. Jim notes that while this seems like "carrying coals to Newcastle," the Japanese consultants were extremely interested in processes in which managers could get honest feedback from associates, yet maintain confidentiality. . . . Ed Fleishman was recently awarded a 10-day appointment as Elizabeth Mao Visiting Professor by the University of Hong Kong. Ed also lectured in Japan during this trip . . . **Donald Cole**, of the Organization Development Institute spent nine days in Croatia at the invitation of the Croatian government where he shared his ideas about conflict resolution **Wayne Cascio** recently spent several weeks in South Africa, consulting with a gold and platinum mine, lecturing to various universities and professional organizations, and working with South African I/O psychologists on a plan to adopt SIOP's validation guidelines for use in their country. Wayne will provide an update in a future **TIP**.

Oops

Karen Jehn, of the Wharton School of Business, was mistakenly left out of the April **TIP** as a co-winner of the 1993 Edwin E. Ghiselli Award for research design. My apologies to Karen.

Movers, Shakers, Heart-Breakers

Jennifer A. Jolly and H. Rad Eanes III have joined the New York offices of Personnel Decisions, Inc. as senior consultants. Jolly is a graduate of the I/O Ph.D. program at NYU, while Eanes has his doctorate in counseling psychology from the University of Texas **Scott Highhouse** will be joining the psychology faculty of Indiana University-Purdue University at Indianapolis (yes, IUPUI). Scott notes that he will not be teaching at two universities, nor does he have an identity crisis. However, he did neglect to mention that he recently won the coveted Indiana "Mr. Basketball" award . . . **Herman Aguinis** will be taking a position in our psychology department at CU-Denver. During the interview process, I promised I would not tell his dissertation committee of the fatal flaw in his Monte Carlo study; in return, Herman has agreed to proof all issues of **TIP** for a year.

But wait, there's more. Mobile Fellow **Vicki Vandaveer** has started Vandaveer Consulting Group, Inc. with headquarters in Houston and a satellite office in the Wyoming Valley of the Poconos in NE PA. **Kalen Pieper**, A.B.D., has joined the firm as an Associate Consultant, with expected completion of the big "D" targeted for December . . . **Nancy Robinson** of Amtrak in DeeCee has been promoted to the position of Program Coordinator—Continuous Quality Improvement . . . **Pete Hudson** has joined the professional consulting staff of Jenneret & Associates in their Houston office . . . MDA Consulting Group, Inc., a Minneapolis-based psychology firm, recently announced that **Patrick Leone** had been named Senior Psychologist. . . . **George Nue-man** has joined Personnel Research Associates in Arlington Heights, Illinois, where he is working with Bill Macey and staff.

And Finally: Otherwise, the Grammar Was Fine

Be advised, **TIP** plans to wage to the bitter end against the latest language fad—beginning each sentence with xxx-wise. As in: "Hangover-wise, he had had better days," or "Halo-wise, if he had seen one dimension he had seen them all." Even professional broadcasters fall prey. I was watching an NBA playoff game, and within seconds, the announcer informed me, "Efficiency-wise, the Suns have really dropped off," but "Baseline-wise, those passing lanes are open for them." Huh? Or, while listening to the radio on the drive home, I heard the meteorologist give his hourly update by announcing, "Forecast-wise, the weather will be warmer tomorrow." Now, I have never done a job analysis on this position, but I can't imagine that there's a lot to do between updates, so this guy had about 58 minutes to come up with a tag closer to "The forecast calls for warmer temperatures. . . ." So, **TIP** will resist. A free year's dues to the first person to catch a similar phrasing in **TIP**.

SIOP'S APA CONVENTION PROGRAM TORONTO, AUGUST 20-23, 1993 Jeffrey J. McHenry, Program Chair

Here is a listing of SIOP's full program at the upcoming APA Convention in Toronto, Canada. The Convention runs from Friday, August 20, 1992, through Monday, August 23, 1992. My thanks for the APA Convention. The program will be outstanding! I look forward to seeing you in Toronto.

FRIDAY, AUGUST 20, 1993

9:00-9:50 a.m.

Invited Address: "Best practices" for developing diversity
Chair: Jeffrey J. McHenry, Seattle Pacific University

Participant:

*Ann M. Morrison, New Leaders Institute

11:00-11:50 a.m.

Conversation Hour: Creating self-directed work teams: Organizational change by design

Participant:

*Barbara Smith, Scontrino & Associates

11:00-12:50

Symposium: Time urgency and job stress

Chair: Frank J. Landy, Pennsylvania State University

Participants:

- *Haleh Rastegary, Pennsylvania State University. Development of measures of time urgency
- *Stacey S. Kohler, St. Paul Companies. Physiological correlates of time urgency
- *Kecia M. Thomas, Pennsylvania State University. Time urgency and burnout in the legal profession
- *Kathleen Ringenbach, Pennsylvania State University. Time urgency and stress in the travel agent profession

Discussant:

*Ilene Siegler, Duke University Medical Center

1:00-2:50 p.m.

Symposium: Measurement and compensation of job worth: Ontario's pay equity experience

Chair: Michele A. Wittig, Claremont Graduate School

Participants:

- *Brigid O'Reilly, Ontario Pay Equity Commission. Pay equity: The Ontario experience
- *Michael J. Bate, Campbell Soup Company Limited. The 1987 Ontario Pay Equity Act: Implementation at Campbell Soup

Tom Reid, United Steelworkers of America. United Steelworkers tackle pay equity: A gender-neutral job evaluation system

*Nan J. Weiner, N.J. Weiner Consulting, Inc. Re-jigging the tool

Discussant:

*Rosemary H. Lowe, University of West Florida

3:00-4:50 p.m.

Symposium: Psychological testing: The next 100 years

Chair: Dianne C. Brown, American Psychological Association

Participants:

*Kevin R. Murphy, Colorado State University. The next 100 years of employment testing

*Marilyn K. Gowing, U.S. Office of Personnel Management. The federal government testing program: The next 100 years

*Carol Anne Dwyer, Educational Testing Service. The next 100 years of educational assessment

*Kevin L. Moreland, Fordham University. The next 100 years of clinical assessment

*Bert F. Green, Johns Hopkins University. Educating future measurement experts

4:00-5:00 p.m.

Symposium: Union leadership

Chair: Julian I. Barling, Queen's University

Participants:

*Jack Fiorito, Florida State University. Union effectiveness: Leaders' views and other evidence

*Lois E. Tetrick, Wayne State University. Agreements and disagreements between rank-and-file members and stewards

*Clive Fullager, Kansas State University. Leadership and the shop steward: Implications for union commitment and organization

*E. Kevin Kelloway, University of Guelph. Shop stewardship leadership and members' local and national union satisfaction

*Victor M. Catano, St. Mary's University. Exploring the culture of union leadership through qualitative analysis

Discussant:

*Gord Wilson, Ontario Federation of Labour

6:00-7:50 p.m.

*Social Hour, The Society for Industrial-Organizational Psychology

SATURDAY, AUGUST 21, 1993

9:00-10:50

Symposium: Job stress: Antecedents, outcomes, and moderators

Chair: Jia-Lin Xie, University of Toronto

Participants:

*Teri Saunders, Florida Maxima Corporation. The effect of stress inoculation training on anxiety and performance

*Gernot Gollnisch, Research Institute on Addictions. Neuroticism's role in burnout and job satisfaction: A path analysis

*Josette R. M. Durup, Dalhousie University. A model of work and family stress

*Roya Ayman, Illinois Institute of Technology. Female managers' job and life stress relationship with performance.

Discussants:

*Janet Willer, Veterans Affairs

9:00-10:50 a.m.

Symposium: New ideas for assessing training effects in the real world

Chair: Richard J. Klimoski, Ohio State University

Participants:

*Robert R. Haccoun, University of Montreal. Internal referencing: A strategy for improving practical training evaluation designs

*George M. Alliger, State University of New York at Albany. Criteria for training evaluation: The case for assessing change in variability

*Kurt Kraiger, University of Colorado at Denver. Post-training measures of knowledge structures as predictors of long-term transfer

*Scott I. Tannenbaum, State University of New York at Albany. Training evaluation at an organizational level: Examining forests and trees

Discussant:

*Richard J. Klimoski, Ohio State University

11:00-11:50 a.m.

Invited Address: Skill-based pay: Strategic, behavioral, and pragmatic concerns

Chair: Walter C. Borman, University of South Florida

Participants:

*Nina Gupta, University of Arkansas

1:00-1:50 p.m.

Conversation Hour: Authors of the 1994 Annual Review chapter on personnel selection

Participants:

*Frank J. Landy, Pennsylvania State University

*Laura J. Shankster, Pennsylvania State University

*Stacey S. Kohler, St. Paul Fire and Marine Insurance Co.

2:00-2:50 p.m.

Poster Session

Need for achievement: Examination of a multiple components approach. Debra Steele Johnson, University of Houston, Robert C. Addy, University of Houston

Explaining illusory halo: How early attention decisions affect rating outcomes. Robert G. Jones, Nationwide Insurance Company, Richard J. Klimoski, Ohio State University

Simple strategies for improving employee perceptions of performance appraisal. Lisa A. Hollis, University of Akron, Laura Norris, University of Akron, Arno Kolz, University of Akron, Sean Stevens, University of Akron

Discriminatory questions and applicant reactions in the employment interview. Alan M. Saks, Concordia University, Robert J. Oppenheimer, Concordia University, Joanne M. Grossman, Concordia University

Mail surveys: The total design method versus traditional non-personalized strategies. Roger G. Hoffman, State University of New York at Farmingdale, Lisa B. Carey, IBM Corporation, Philip Kantor, Hofstra University

Manager behaviors, leader-member exchange quality, and employee attitudes. Marta L. Carter, Virginia Polytechnic Institute, Roseanne J. Foti, Virginia Polytechnic Institute

Employee assistance programs in higher education: A nationwide survey. James W. Grosch, Colgate University, Karen G. Duffy, State University of New York at Geneseo

Managers' confidence in estimates of the dollar-value of performance. Robert P. Delprino, State University of New York at Buffalo, Terry L. Dickinson, Old Dominion University

Developing a theoretically-based predictor of tenure for personnel selection. Scott L. Martin, London House/Science Research Associates, Michael W. Boye, London House/Science Research Associates

The impact of interviewee expectations on interview evaluation. P. Denise Lopez, Columbia University, Caryn J. Block, Columbia University, Janine Wacławski, Columbia University

Government-sponsored training for semi-skilled employees. Urs E. Gattiker, University of Lethbridge

Person x environment interaction in the development of organizational commitment. John P. Meyer, University of Western Ontario, P. Gregory Irving, University of Western Ontario, Natalie J. Allen, University of Western Ontario

Four models of procedural and distributive justice: Reanalysis and replication. John M. Cornwell, Tulane University, Rosemary H. Lowe, University of West Florida, Stephen J. Vodanovich, University of West Florida

Faculty mobility and reward allocations by department heads. Hunter A. McAllister, Southeastern Louisiana University

Employing persons with disabilities: Impact of attitude and situation. Judy O. Berry, University of Tulsa, Julie A. Meyer, University of Tulsa

Validation of the occupational learning difficulty index with task learning parameter. Terry L. Dickinson, Old Dominion University, Mark S. Teachout, Armstrong Laboratory

Psychological correlates and predictors of wellness program utilization. Megan E. Sullaway, University of California at Los Angeles and Pacific Psychological Associates, Edward W. Dunbar, University of California at Los Angeles and Pacific Psychological Associates

Communication styles in a business setting: Perceived credibility of authority. Kristina A. Zenger, AtlantiCare Hospital, Glenna L. N. Schubarth, Denver Veterans Affairs Medical Center

Vanity-motivated overspending: Personnel screening for positions of trust. Scott B. Morris, University of Akron, Michael A. McDaniel, Booz Allen & Hamilton, G. Jeffrey Worst, Booz Allen & Hamilton, Howard Timm, PERSEREC

The impact of multiple discrepancies on subsequent goal processes. Scott B. Button, Pennsylvania State University, John E. Mathieu, Pennsylvania State University

The descriptive component of the Vroom-Jago model of decision making. Richard H. G. Field, University of Alberta

Sensitivity and fairness of the ASVAB technical composites. John R. Welsh, Defense Manpower Data Center, Laurens L. Wise, Defense Manpower Data Center, Frances Grafton, Army Research Institute for the Social and Behavioral Sciences, Paul Foley, Navy Personnel Research and Development Center, James Earles, Armstrong Laboratory, Linda Sawin, Armstrong Laboratory

Estimating standard deviation of job performance: A decision making approach. Deniz S. Ones, University of Iowa, Chockalingam Viswesvaran, University of Iowa, Frank L. Schmidt, University of Iowa

Psychological sense of ownership in the workplace: Conceptualization and measurement. Philip E. Kubzansky, Boston University, Vanessa Urch Druskat, Boston University

Convergence between incumbents' and managers' job analysis ratings. James L. Farr, Pennsylvania State University, Laura J. Shankster, Pennsylvania State University, John E. Mathieu, Pennsylvania State University, Frank J. Landy, Pennsylvania State University

Self-esteem and performance expectations in feedback inquiry. Victoria B. Crawshaw, University of Illinois at Chicago

Are managers in urban India really not sex-typed? Nisha Advani, Independent Consultant

Integrity tests predict substance abuse and aggressive behaviors at work. Deniz S. Ones, University of Iowa, Chockalingam Viswesvaran, University of Iowa, Frank L. Schmidt, University of Iowa

Indirect bias in job evaluation ratings. Diane M. Govern, University of Akron, Ralph A. Alexander, University of Akron

Effects of characteristics and previous experience on perceptions of leaders. Carissa H. Luch, Virginia Polytechnic Institute, Roseanne J. Foti, Virginia Polytechnic Institute

Audit team leaders: Expert-novice differences in practical knowledge. Martin G. Evans, University of Toronto, Murray Bryant, University of Toronto

The reference dependence of crucial group decisions under risk. Glen R. Whyte, University of Toronto, Ariel S. Levi, Wayne State University

Development of a biodata questionnaire to predict classroom satisfaction. Lucy H. Wenzel, Colorado State University, Kurt Kraiger, University of Colorado at Denver

Historical trends in aptitude scores: A study of the SET. David G. Roberts, The Psychological Corporation

Locus of control moderator of influence and procedural justice relationship. Sharon V. Flinder, Virginia Polytechnic Institute, Neil M. A. Hauenstein, Virginia Polytechnic Institute, Neil M. A. Hauenstein, Virginia Polytechnic Institute

Success of an employee involvement program: Middle management as key. Robert J. Vance, Pennsylvania State University, Paul E. Tesluk, Pennsylvania State University, Frank J. Landy, Pennsylvania State University

Rater accountability: Effects on memory sensitivity and response bias. Marnie S. Crawford, Rice University, Richard F. Martell, Columbia University

Knowledge about drug testing and attitudes toward workplace drug testing. Scott L. Fraser, Florida International University, Jorge S. Diaz, Florida International University, K. Galen Kroeck, Florida International University

The Customer Service Skills Inventory: Criterion and construct validity. Scott L. Fraser, Florida International University, Juan I. Sanchez, Florida International University, Will Korbin, Florida International University, Diana Fernandez, Florida International University

Job stress, social support, intentions to quit, and job performance. Young-Chul Chang, National University of Singapore

3:00-3:50 p.m.

Invited Address: Cultural differences of interest to I/O psychologists
Chair: Wayne Camara, American Psychological Association

Participant:

*Harry Triandis, University of Illinois at Urbana-Champaign

4:00-5:50 p.m.

Symposium: Under the influence? The American workforce

Chair: Jacques L. Normand, National Academy of Sciences

Participants:

- *Robert M. Bray, Research Triangle Institute. Drug use among the workforce; Epidemiological evidence
- *Michael D. Newcomb, University of Southern California. Prevalence of drug use on the job
- *Marian Fischman, Columbia University. Impact of drug use on behavior: Laboratory studies
- *Wayne E. K. Lehman, Texas Christian University. Detection and impact of drug use on behavior
- *Terry C. Blum, Georgia Institute of Technology. Effectiveness of employee assistance programs
- *Kevin R. Murphy, Colorado State University. Impact of drug testing programs on productivity

Discussant:

- *Charles P. O'Brien, Veterans Affairs

6:00-7:50 p.m.

- *Social Hour, The Society for Industrial-Organizational Psychology

SUNDAY, AUGUST 22, 1993

9:00-9:50 a.m.

Invited Address: Cognitive resource theory: Effective utilization of leader intelligence and experience

Chair: Edwin A. Fleishman, George Mason University

Participant:

- *Fred E. Fiedler, University of Washington

10:00-11:50 a.m.

Symposium: Implementing the ADA for blind and visually impaired workers

Chair: June E. Morris, American Printing House for the Blind

Participants:

- *James Gashel, National Federation of the Blind. The ADA: Legal implications for the field of psychology
- *William E. Lohss, American Printing House for the Blind. Employment testing of blind and visually impaired job applicants
- *Emerson Foulke, University of Louisville. Assistive technologies for blind and visually impaired workers
- *Alex Westgate, Canadian National Institute for the Blind. Job accommodation for blind and visually impaired persons

12:00-1:50 p.m.

Symposium: Perceptions, theories, and issues of fairness in the employment interview

Chair: Richard D. Arvey, University of Minnesota

Participants:

- *Cheryl Paullin, Personnel Decisions Research Institute. Procedures for enhancing the fairness of structured interviews
- *Mark H. Blankenship, HRStrategies. Age fairness in the employment interview: A field study

- *Michael M. Harris, University of Missouri-St. Louis. Fair or foul: How interview questions are perceived

- *Paul Rosenfeld, Navy Personnel Research and Development Center. Impression management, fairness, and the employment interview

2:00-2:50 p.m.

Invited Address: Perspectives on personality and job performance: Evidence from senior executives

Chair: Leaetta M. Hough, Personnel Decisions Research Institute

Participants:

- *Douglas N. Jackson, University of Western Ontario

3:00-4:50 p.m.

Symposium: Prediction of turnover in a longitudinal sample using survival analysis

Chair: John P. Campbell, University of Minnesota

Participants:

- *Deirdre J. Knapp, Human Resources Research Organization. Alternative conceptualizations of turnover
- *Rodney A. McCloy, Human Resources Research Organization. Overview of survival analysis
- *Rodney A. McCloy, Human Resources Research Organization. Prediction of military attrition using pre-enlistment predictors
- *Deirdre J. Knapp, Human Resources Research Organization. Prediction of military turnover using intentions and satisfaction

Discussants:

- *Roy Nord, Internal Revenue Service
- *John P. Campbell, University of Minnesota

3:00-4:50 p.m.

Symposium: Cultural and social influences on technological cognitions and behaviors

Chair: Keith James, Colorado State University

Participants:

- *Urs E. Gattiker, University of Lethbridge. Information technology and quality of worklife perceptions in three countries
- *Daniel Levi, California Polytechnic State University. U.S. versus Japanese employees' views of technological change
- *Keith James, Colorado State University. Social diversity in U.S. high-technology firms: Problems and opportunities

Discussant:

- *Rodney Lowman, The Development Laboratories

MONDAY, AUGUST 23, 1993

9:00-9:50

Invited Address: The Ontario Task Force on the Organization of Work
Chair: Martin G. Evans, University of Toronto

Participant:

*Lorne Kenney, Premier's Council for Economic Renewal, Province of Ontario

10:00-11:50

Symposium: Sources and impact of rater beliefs about relative task importance
Chair: Janet L. Barnes-Farrell, University of Connecticut

Participants:

- *Michelle M. Crosby, HRStrategies. Weighting performance dimensions. Direct and indirect measures of supervisor judgments
- *Tara J. L'Heureux-Barrett, University of New Haven. Contextual influences on subjective weighting strategies of multiple appraisers
- *Janet L. Barnes-Farrell, University of Connecticut. Impact of task importance beliefs on the appraisal process

Discussant:

*Kevin R. Murphy, Colorado State University

12:00-1:50 p.m.

Symposium: Administrative considerations in the design and application of selection procedures
Chair: Jeffrey J. McHenry, Seattle Pacific University

Participants:

- *Ronald R. Holden, Queen's University. Response latency detection of lying on personnel tests
- *Ronald W. Stoffey, Kutztown University. Influence of drug testing policy on applicant attitudes and interests
- *Rick H. Pollak, University of Connecticut. Comparability study of paper-and-pencil and computer-administered tests
- *Scott L. Martin, London House/Science Research Associates. The importance of "employee-related" factors in personnel selection

Discussant:

*Jeffrey J. McHenry, Seattle Pacific University

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Testimony of Paul R. Sackett on Behalf of APA on Title IV of Goals 2000: Educate America Act

Dianne C. Brown
APA Science Directorate

Paul R. Sackett, Ph.D., testified on behalf of the American Psychological Association (APA) before the House Subcommittee on Elementary, Secondary and Vocational Education. The May 18 hearing was on Title IV of the Goals 2000: The Educate America Act. Title IV of the bill calls for the development of a system of occupational skill standards and certification for broad occupations that encompass more than one industry.

The bill would authorize the establishment of a National Skill Standards Board that would have representatives from business, labor, educational and civil rights communities. Dr. Sackett's testimony calls for the involvement of I/O psychologists and measurement specialists, given that this Board would be overseeing the establishment of occupational skill standards and the development and use of certification assessments. Dr. Sackett's testimony also addresses technical issues raised in the bill's proposed certification assessment system. The full testimony follows.

I am Paul Sackett, Ph.D., an industrial and organizational psychologist representing the American Psychological Association (APA). I am currently president of APA's Division 14, the Society for Industrial and Organizational Psychology, Inc. (SIOP). I would like to thank Chairman Kildee for this opportunity to testify before this Subcommittee today.

APA is a scientific and professional organization representing over 114,000 psychologists who work as researchers, educators, and practitioners in a variety of settings including education and industry. Psychologists in several of APA's Divisions have direct expertise in the analysis of jobs, the identification of job-related skills, the development of standards, the design of educational programs, and the construction and use of assessment instruments similar to the certification assessments referenced in this legislation.

APA offers strong support for this proposed legislation which seeks to establish national skill standards, but more importantly recognizes the need to develop and maintain the quality of the nation's human capital in order to foster a high performance workforce and our nation's global competitiveness. As a nation we have long ago recognized the importance of technological advances and economic incentives for businesses to remain competitive. However, we have all too often been willing to overlook the important contributions of the individual worker to organizational and national goals.

Title IV of Goals 2000: The Educate America Act of 1993 is truly ambitious in seeking to reinvigorate America's economic competitiveness and produce a high performance workforce. Such an effort to establish high national skill standards across broad occupational clusters can move our nation toward one common typology or classification system for describing occupational skills and requirements. However, to be truly effective in some of the pro-

posed applications, high standards must reflect the actual requirements of today's occupations as well as those of tomorrow. Broad industry-based skill standards alone may not provide the level of precision required to adequately predict or describe job performance in today's changing work environments. We must recognize that skill standards and resulting assessments cannot completely replace specialized and sophisticated selection, training, and evaluation systems required for specific occupations, work environments and organizations. The development of a certification system must not prevent employers from using company-specific selection systems, or from setting high skill level requirements as needed.

The National Skill Standards Board

Title IV calls for the proposed National Skill Standards Board to include involvement of business, labor, educational and civil rights communities. However, the Board's charges to stimulate the development and adoption of a voluntary national system of skill standards and certification calls for expertise in assessment, job analysis, skill standards development and organizational behavior. APA believes that it is imperative that experts in industrial and organizational psychology and psychometrics be included on the Board if it is expected to develop, review, and evaluate skill standards and assessment systems. Pitfalls that were encountered with some education reform initiatives by not enlisting experts from the beginning could be avoided in this important endeavor.

If skill standards are the foundation of a high performance workforce, then job analysis is the cornerstone on which this initiative, and similar efforts must rest. The psychological technology of job analysis is essential for both identifying the types and levels of knowledge, skills, and abilities required for job performance, and grouping jobs in terms of these similar requirements. Since such data will eventually be used for several high stakes purposes such as developing skill standards, assessment systems, and certificates of mastery, we strongly urge the Committee to ensure considerable resources and expertise are devoted to these early tasks.

Numerous other complex and technical applications proposed in this legislation such as the design and evaluation of valid and reliable assessment systems, the specification of appropriate levels of skill master, and the evaluation of industry-based programs for training and assessment require applications grounded in behavioral science research. Experts in industrial-organizational psychology and psychometrics can provide the needed technical expertise that will be crucial at the front end of these initiatives.

Measurement specialists are particularly important to this system. As Linda Morra from the General Accounting Office (GAO) testified to the Senate Labor and Human Resources Committee last Friday, these skill standards and certification programs require a tremendous maintenance effort to maintain the

state-of-the-art. This means ongoing revision of skill standards and often an annual revision of certification assessments.

APA is deeply concerned that the composition of the National Skills Board, as presently described in this legislation, does not recognize the importance of scientific and technical expertise in these areas. Title II of the Educate America Act recognizes the importance of such expertise in creating the National Education Standards and Improvement Council (NESIC), ensuring that experts in measurement and assessment be appointed. We strongly believe that skill standards and assessments require similar levels of technical expertise as that already recognized for the education components of this legislation.

Assessment

The American Psychological Association (APA), American Educational Research Association (AERA), and National Council on Measurement in Education (NCME) have issued **Standards for Educational and Psychological Testing** which address the development, validation, and use of all forms of tests and assessments in education and employment settings. These standards have been referenced in federal laws and Supreme Court decisions that concern assessment and are essential professional guidelines that address the technical properties of assessments, including validity and reliability. We urge that skills assessments, as well as educational assessments, to be developed under this initiative, be evaluated along technical properties outlined in these standards. APA's Division 14's **Principles for the Validation and Use of Personnel Selection Procedures** and **Uniform Guidelines for Employment Selection Procedures** (Equal Employment Opportunity Commission) should also be considered relevant to the development and use of skills assessments.

To hold such important national assessments to any lesser standards would undermine the importance of validity and reliability for such assessments. Although there are claims that these standards apply only to objective paper and pencil tests it should be noted that the authors of the **Standards** state they apply to tests, performance tasks (e.g., performance assessments), questionnaires, and structured behavioral samples, and that "they may also be usefully applied in varying degrees to the entire range of assessment techniques (p. 4)." In concurring with the judgment of the Supreme Court in **Watson v. Fort Worth Bank and Trust** (1988), Justices Blackmun, Brennan, and Marshall cited an amicus curiae brief submitted by APA adding "a variety of methods are available for establishing the link between these (subjective) selection processes and job performance, just as they are for objective-selection devices (p. 8)."

A wide variety of valid and useful assessment instruments is currently used in educational and employment settings; among these are performance assessments, cognitive ability tests, behavioral observations, etc. The choice of specific assessment instruments should be driven by the intended purpose of the assessment and the requirement that the instruments have acceptable levels of

validity and reliability. We do not believe that specific types of assessments should be mandated in advance of such information, as stated in Section 403 (b) (2) (B). Instead, we recommend an approach that would urge that developers of proposed systems of assessment and certification explore the use of a variety of assessment and evaluation techniques.

Fairness

We understand that several versions of amendments to Title IV have been circulating in the past week or so and would like to note that our specific comments address a May 13 mark-up. In the following comments we also address the issue of fairness in a general sense.

Referring to section 403 (b) (2) (C):

includes methods for verifying the effectiveness and validity, reliability, and fairness of the assessment and certification system for its intended purposes and methods for certifying that the assessment and certification system is consistent with relevant, nationally recognized professional and technical standards for assessment and certification.

We recommend striking the word "fairness," as there are many opinions as to the meaning of the term and as to the methods by which it can be evaluated. To some the term refers to what we will call "procedural fairness," and refers to issues like equity in access to preparation for the assessment, equity in the conditions under which the assessments are conducted, and avoidance of culturally loaded language in the instructions for and content of the assessment instruments. To others the term "fairness" refers to various forms of what we would call "outcome fairness," which includes mandating equal certification rates for all subgroups.

The 1978 **Uniform Guidelines for Employment Selection Procedures**, for example, acknowledge that fairness is "a developing concept," and endorse one particular psychometric model for evaluating fairness. This model, which compares group differences on a selection device with group differences in job performance, places extensive technical demands on employers, and these guidelines acknowledge that such fairness analyses will not be technically feasible in many settings. Recognizing that fairness is a matter of social values, and not a technical term, the **APA/AERA/NCME Standards for Educational and Psychological Testing** do not use the term "fairness."

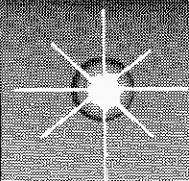
We caution against mandating equality of outcomes in the form of comparable certification rates for all groups, and in particular against any suggestion that such outcomes are to be achieved through score adjustment by subgroup. The Civil Rights Act of 1991 prohibits employers from using such score adjustments, and it does not seem prudent to propose procedures that are at odds with existing civil rights legislation. In addition, we believe that a most crucial issue is to insure that the assessment methods used provide an accurate picture of job-related individual achievement. If we acknowledge that there

are inequities in opportunity in our society, we must acknowledge that these will be reflected in the outcomes of our assessments. A reliable and valid system of assessments offers a mechanism for identifying deficiencies and for monitoring improvement in levels of achievement over time.

We also recommend either striking the term 'effectiveness' or clearly defining it. Our technical and professional standards and principles clearly define reliability and validity and appropriate purposes and uses for assessment. However, effectiveness is simply a term that is largely open for interpretation in this context of certification assessment.

In closing, APA encourages the development of voluntary national skill standards. We support the development and use of assessments that are psychometrically sound and represent the skills required for high-performance workplaces today and in the future. We stand ready to offer our technical expertise for this effort. I will be pleased to answer any questions the committee may have.

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1994 SIOP AWARDS GUIDELINES FOR NOMINATIONS

The deadline for submissions for the 1994 SIOP Awards is 17 September 1993. General nomination guidelines are described below. For more detailed information about award criteria, see the April 1993 issue of **TIP** or write to **Joan P. Brannick** at the address provided below.

Send nominations and entries for all awards to:

Joan P. Brannick
Jack Eckerd Corporation
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- Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.
- Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.
- The nominator should include: (1) a letter nominating the SIOP member for the award, (2) a current vita of the nominee, and (3) supporting materials (e.g., letters from colleagues, article reprints, etc.) illustrating the contributions of the nominee.
- Letters of nomination, vitae, and supporting letters and materials must be received by 17 September 1993.

HOW TO SUBMIT NOMINATIONS FOR THE EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN:

- Proposals may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society or by any person who is sponsored by a member of one of these organizations.
- Proposals having multiple authors are acceptable.
- Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, etc. However, the limit does not include references.

- Proposals should be prepared according to the third edition of the **Publication Manual of the American Psychological Association**. Note, however, that the abstract may contain up to 300 words.
- Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.
- No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.
- Individuals who have previously won the award are eligible to submit proposals covering research other than that covered in their award winning proposal(s). However, to win an award a third time, the author must show evidence of having completed at least one of the two previously proposed studies.
- Proposals must be received by 17 September 1993.

HOW TO SUBMIT NOMINATIONS FOR THE S. RAINS WALLACE DISSERTATION RESEARCH AWARD

- Entries may be submitted only by individuals who are sponsored by a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society.
- Each entrant should submit ten (10) copies of an article-length paper based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
- Papers are limited to a maximum of 75 double-spaced pages. This limit includes the title page, abstract, tables, figures, references, and appendices.
- Papers should be prepared according to the third edition of the **Publication Manual of the American Psychological Association**. Note, however, that the abstract may contain up to 300 words.
- The paper must be based on a dissertation that was accepted by the graduate college two years or less before 17 September 1993, with the stipulation that an entrant may only submit once.
- The entrant must include:
 - (1) a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation AND
 - (2) a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society who is familiar with the entrant's dissertation.

Both of these letters may be from the same person.

- Entries (including supporting letters) must be received by 17 September 1993.

TIP PROFILES: Elaine Pulakos

By Karen E. May
University of California, Berkeley

Elaine Pulakos is well known for her contributions to the field of I/O Psychology in the areas of measurement, assessment, and prediction of performance, as well as her contributions to the community of I/O Psychology through SIOP and peer review activities. I had the opportunity to interview Elaine in between meetings and presentations at SIOP in San Francisco; personally, I'd say that high energy and a true love of her work underlie every responsibility she accepts.

Elaine did her undergraduate work at Pennsylvania State University, where she discovered an interest in both psychology and business administration. She participated in a number of research projects both in social and clinical psychology. Eventually, she learned of I/O Psychology. She prepared applications to both clinical and graduate programs, but made her choice before mailing them, and sent only the I/O applications. Although she had applied to the Psychology Department at Michigan State University, Elaine was surprised by an acceptance into their Organizational Behavior program. After considering the strength of the school, the faculties in both business and psychology, and her interests, Elaine decided to accept the offer.

Elaine entered graduate school in organizational behavior, and soon began research on performance appraisal with Ken Wexley, from whom she began to learn how to conduct research. They investigated the influence of race, sex, and perceived an actual similarity to the rater on performance appraisal ratings (e.g., Pulakos & Wexley, 1983). In addition to her work with Ken, Elaine considers herself lucky to have taken courses from Ben Schneider and John Wagnous.

Despite the fact that she enjoyed the people in the Business School, her interests continued to be solidly grounded in I/O Psychology; after her first two years she moved to the Psychology Department at Michigan State. She made the transition easily, in part because both Ben and Ken held joint appointments in business and psychology. In addition, her move to the Psychology Department was a chance to begin working with Neal Schmitt. One line of research they pursued was to identify individual difference predictors of job and life satisfaction (e.g., Pulakos & Schmitt, 1983). During Elaine's

third year, Dan Ilgen came to Michigan State—another joint psychology and business appointment. Dan and Neal co-chaired Elaine's dissertation, in which she compared two types of rater training, accuracy training and error reduction training (Pulakos, 1984). Another strong influence on Elaine during graduate school was a student three years ahead of her, Arnon Reichers, who taught Elaine how to organize and write research papers.

During graduate school, Elaine knew that she enjoyed conducting research, particularly applied research projects and she evaluated her career opportunities in terms of their potential for allowing her to continue doing applied research. She began to see applied research positions as the best of both science and practice. During her last year of graduate school, Elaine noticed Wally Borman's work in the literature, and identified him as her role model—someone who was conducting high quality research in an applied setting and contributing regularly to the literature.

After deciding that she wanted to be "a female Wally Borman," Elaine figured the best way to do that would be to work with him, so she sent off her vita to PDRI, and followed it with a number of phone calls, placed with "alarming frequency." She attributes her subsequent job offer, at least in part, to Wally's desire to get her off the phone. In January of her fourth year in graduate school, Elaine received a job offer from PDRI to begin in July. Elaine realized July was six months away, and, in what was probably record time, she designed, proposed, conducted, and completed her dissertation before leaving for Minnesota.

Immediately after starting her job at PDRI, Elaine began working on Project A, a large-scale study designed to improve selection and classification procedures for the Army. She was involved in the criterion measurement aspect of the project, particularly the development of rating scales and rater training materials for nine different jobs. During this time, John Campbell, the principal scientist for Project A, greatly influenced her thinking about criterion issues and performance. The Project A team made contributions in a number of areas of performance evaluation. An exploration of race and sex effects on performance ratings (e.g., Pulakos, White, Oppler, & Borman, 1989) was an extension of the work she did with Ken Wexley in graduate school. Another area of research tested models of supervisory ratings to determine factors that raters use to make performance appraisal ratings (e.g., Borman, White, Pulakos, & Oppler, 1991).

Elaine stayed with PDRI through 1987, when she decided that, although happy with PDRI, it was time to try another (warmer) part of the country. She accepted a job with American Institutes of Research (AIR) in Washington, DC. Not coincidentally, AIR was also involved in Project A and Elaine continued her work on that project. Elaine worked as the criterion development project director while at AIR. In this role she was responsible for the development of a battery of performance measures.

In 1989, Human Resources Research Organization (HumRRO) offered Elaine an opportunity to manage a large-scale selection, performance appraisal, and career development project the Drug Enforcement Administration (DEA). Through this project Elaine experienced some of the frustrations and rewards of developing implementable human resource systems. She continues to be involved in selection system development and research. Elaine remains a contributing practitioner by following her belief that the most effective way to combine research and practice is to keep multiple projects going and be sure that at least one has a strong research focus.

Since graduate school, Elaine notes that her work has been influenced significantly by a number of people. She credits Wally Borman with teaching her how to practice I/O psychology, Susan Jackson for opening the door to SIOP committees, and most recently, Irv Goldstein for influencing her approach to and understanding of content validity.

Elaine feels a strong sense of responsibility to the field of I/O Psychology and feels that it is important to find ways to contribute both to the scientific literature and to the Society. She believes that contributing to the literature allows the sharing of new developments, discoveries, and ideas with others. In addition, she stressed her belief that we need to build and maintain a strong professional society in order to have impact as a group. Elaine has supported the society by serving on and chairing the SIOP Program Committee, serving as Secretary, and currently as a Member-at-Large. She has also participated in a number of presentations and panel discussions. In addition, Elaine contributes to the journal review process by serving on the editorial board of both *Journal of Applied Psychology* and *Personnel Psychology*, as well as holding other editorial responsibilities. Elaine's contributions to I/O Psychology were recognized in 1992, when he was elected a Fellow of SIOP and APA.

Elaine cites influence as one of the most important issues for I/O Psychologists today. She believes that we have a great deal to offer as experts and yet finds that we are still struggling to gain recognition as a group. Elaine feels strongly that we need to push to be heard and recognized so that we can influence legislation and policy more effectively. One avenue is to participate on special panels dealing with issues on which we are experts. Related to the issue of influence, Elaine mentioned a change in the type of jobs available for I/O Psychologists. She sees the number of in-house jobs decreasing and the number of new graduates going into consulting increasing. As this change occurs, we need to learn how to influence organizations from outside as well as inside. Elaine stressed that graduate training needs to include an emphasis on how to have influence in order for us to be as effective a field as we can.

When contemplating her future, Elaine is only completely sure of one thing—that she will continue conducting applied research. She considers teaching a possibility and anticipates expanding her areas of research. Although she had to stop and think when asked about interests *other* than work,

Elaine enjoys boating, reading, and traveling—she and her husband enjoy escaping the demands of their new house by spending weekends on the Eastern shore.

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Fellowship Committee: Call For Fellowship Nominations

Dick Jeanneret

One of the most valued forms of recognition that can be bestowed upon a member of our Society is election to Fellowship. Now is the time to begin the nominating process for next year. The procedure requires that a candidate for Fellowship be officially nominated by a Society Fellow, but any member of the Society can suggest a candidate. If you **are not** a Fellow, but feel strongly that an individual should be nominated, please let a member of the Fellowship Committee know of your interest and we will try to identify a nominator. If you **are** a Fellow and wish to nominate someone, please let me know and I will send you the information required to proceed with the nominations. The Fellowship Committee will also try to identify new candidates.

To aid you in identifying potential Fellows, the basic criteria for Fellowship read as follows: "Active engagement in the advancement of psychology in any of its aspects, and evidence of unusual and outstanding contribution or performance in the field of psychology" (APA Fellowship Status Manual). Also, a nominee must have been a member of the Society for at least two (2) years. Please note that being a Fellow of the Society is separate from fellowship in APA. Thus, nominees do not have to be members of APA, but those who are elected to fellowship in the Society will have their nominations forwarded to APA for consideration as well unless they choose otherwise.

The "unusual and outstanding contribution" of a candidate can be achieved by teaching, research, practice, or administration. The Committee strongly encourages nominations of individuals from all areas of endeavor within our profession, including those with non-academic professional work histories.

Because the criteria for fellowship are more readily defined for evaluating candidates who have pursued an academic work life in comparison to those individuals who have chosen non-academic careers, the Fellowship Committee is attempting to develop more definitive guidelines for the evaluation of candidates in the non-academic category. Toward this objective, if you have suggestions or potential criteria that you are willing to share, please forward that information to me ASAP.

The processing of Fellowship nominations is bound by time constraints that requires the entire process to be completed by early January. Accordingly, I encourage you to respond quickly to this call with your ideas and candidates so that there will be sufficient time for thorough consideration of all nominations.

Please contact me as follows:

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Kathleen N. Perkins
Penn State University

It probably comes as no great surprise to note that we hear little about the accomplishments of women who were active in the early days of industrial and organizational psychology. Why should I/O psychology be any different than other branches of the psychological tree? And even though there is an increasing attention to the role of women in the development of psychology (e.g. Furumoto, 1987), the focus is on experimental and developmental psychology with little concern for applied areas. In that respect, at least, men and

women I/O psychologists are treated equally—their work is widely ignored by the historians of psychology (Landy, 1992).

There are some obvious possibilities for the dearth of reference to women in the development of our field. The most obvious explanation might be that there simply were no women involved in these formative years. A second explanation might be that they were involved but their accomplishments were given second class status. A third explanation is that their accomplishments were noted but their gender was not obvious. It was (and is) common to refer to authors by last name and initials, making it difficult to identify the women psychologists. An exacerbating factor is the name change that often accompanies marriage for a woman, resulting in the appearance of more than one name for the same woman. A cursory review of historical documents supports the second and third explanations rather than the first.

It might be argued that this is good, that there is no reason to distinguish the contributions of women as distinct from those of men. At one level, this is a reasonable argument. Nevertheless, there is considerable historical value in focusing on accomplishments of women, if for no other reason than the fact that the formal and institutional challenges to pursuing either an academic or applied career were substantial for women during the period of 1880-1940. For example, an elite group of experimental psychologists including luminaries such as E. B. Titchener, John B. Watson, Robert M. Yerkes, etc., would not admit women into their organization until 1929. Similarly, when Mary Whiton Calkins completed the work for her degree in Psychology at Harvard in 1895, she was told that Harvard would not grant a degree to a woman. (Incidentally, that degree was just awarded posthumously by the psychology faculty at Harvard).

Another reason for identifying the accomplishments of women is to identify female role models for the new generation of I/O psychologists. Russo and Denmark (1987) observe that I/O Psychology has experienced the largest rate of increase of women receiving doctorates as compared to other subdisciplines of psychology. These authors noted that 6 women were awarded doctorates in I/O Psychology in 1973 (8% of all doctorates awarded), and 40 women were awarded doctorates in 1985 (38% of total doctorates awarded). More recently, 76 women received doctorates in 1991 (54% of total doctorates awarded) (National Research Council, 1991). The identification of contributions made by women will help all individuals, regardless of gender, gain a more complete understanding of their intellectual origins.

Our preliminary search for information about women in the early days of I/O has been rewarding. We have been able to compile an extensive list of names and affiliations. Now the hard work begins—finding out what they actually did. But even this preliminary work has been revealing. Consider the following examples:

1) It has been generally accepted that Bruce V. Moore received the first Ph.D. in industrial psychology in 1921 at Carnegie Institute of Technology for his work on vocational interests. It now appears that the first degree was awarded to Lillian Moore Gillbreth at Brown University in 1915 for her application of Scientific Management Principles (an area in which she collaborated with her husband Frank) to increasing the efficiency of classroom teachers.

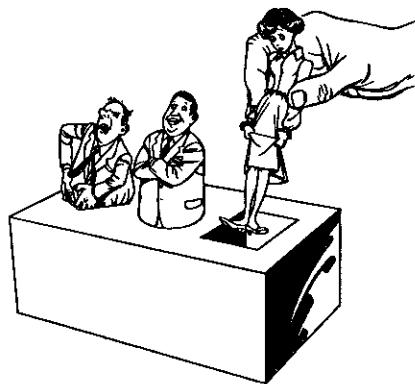
2) Mary Holmes Stevens Hayes received her Ph.D. at the University of Chicago in 1910 and was a classmate of Walter Van Dyke Bingham. She was employed by the Army in 1919 as a civilian testing expert, joined the Scott company in 1920 and co-authored a text with Walter Dill Scott. In 1922, she joined the Personnel Research Federation under its new director, W. V. Bingham.

3) Katherine Blackford, an M.D., developed an extensive hiring scheme known as the "Blackford Plan." This scheme was based on an examination and scoring of the physical characteristics of applicants (hair color, skin color, shape of face, etc.) in order to draw inferences about ability and personality. She published numerous books and articles documenting the technique and it received enough attention such that Arthur Kornhauser was obliged to write an article for a personnel research audience in 1924 assessing the extent to which this technique was being used by major industries.

These women are only a few of the many females who had an impact during the formative years of I/O psychology. There is currently no historical account of the activities of women involved with applied psychology during 1890-1940. Therefore, the purpose of our research is to identify key women who helped shape the field. We will examine the lives and contributions of these women through their collected papers, publications, students, their advisors' collected papers, personal papers, etc. If you have any information that would help us, we would appreciate your contacting one of us at the following addresses and phone numbers: **Laura Koppes, Dept. of Psychology, UW-Oshkosh, Oshkosh, WI 54901 (414-424-2071); Frank Landy or Kathy Perkins, CABS, Research Building D, Penn State University, University Park, PA 16802 (814) 863-7412.**

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SIOP Executive Committee Highlights

**Nancy T. Tippins
Secretary**

In order to keep the membership of SIOP informed about the issues that confront our organization and the decisions that are made regarding those issues, the Executive Committee wants to communicate them in the **TIP** that immediately follows an Executive Committee meeting. Executive Committee meetings are normally held following SIOP, in September, and again in January. This summary covers the discussions of the last Executive Committee held May 2 and 3, 1993.

The Executive Committee is composed of the elected officers of SIOP, and the chairs of each committee attend its meetings. The names of officers and committee chairs are listed on the inside of the back cover of every issue of **TIP**. The Executive Committee is interested in the points of view of the SIOP membership. Please feel free to contact Executive Committee members and share your ideas.

* * * * *

Licensure: Many state licensing laws are changing and could negatively affect industrial and organizational psychologists regardless of whether they are licensed or not. Because of the concerns about licensing, the Long Range Planning Committee will study the issue in detail and report back at the September meeting.

Society Membership: Several issues that are related to the membership of SIOP were discussed and referred to the Long Range Planning Committee for further study. The first issue is that of the changing demographics and social trends of our society and the impact these changes have on SIOP. The second issue is the question of SIOP membership requirements. Should we continue to require APA or APS membership? Should a doctorate be required for full membership? The Long Range Planning Committee will include these issues in their ongoing studies of the Society and report in September.

Professional Affairs Committee: SIOP conducts a sunset review of all its committees periodically. This year, the Professional Affairs Committee was studied and questions of overlap with the External Affairs Committee and the State Affairs Committee were raised. The Professional Affairs Committee was re-authorized for another year while further work is done to determine if the Professional Affairs Committee should merge with another committee, if the roles of the Professional Affairs, External Affairs, and State Affairs need to be clarified, or if the names or functions of these three committees should be changed.

Standards for Educational and Psychological Testing: The American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME) have plans in place to revise the Standards. SIOP hopes to have a representative on the revision committee.

Placement Function: The placement function at SIOP was successful and plans are being made to continue and expand the service at future annual meetings.

Ethics Casebook: The Professional Affairs Committee will investigate whether SIOP's ethical case book should be revised in light of APA's revision of its Ethical Standards.

SIOP Historian/Archivist: Paul Sackett, SIOP's president, will work with the Long Range Planning Committee to form a committee to study the options for maintaining SIOP's history. Volunteers are encouraged.

SIOP Directory: SIOP will publish a new Directory this year! Many SIOP members need a new Directory since the current Directory was published in 1991 and contained information that was about 18 months old. The Long Range Planning Committee is studying whether another directory with more extensive information such as degrees, research interests, demographics, etc. should be published later.

Internship Survey: The Education and Training Committee is working on a survey of internships. The survey will go to a sample of the SIOP membership that includes academicians who prepare students as well as practitioners who have internships in their businesses.

Master's Level Training: The Education and Training Committee will be circulating a draft set of guidelines for Master's level training this summer. The Executive Committee will discuss the guidelines in January.

SIOP Ethics: The Long Range Planning committee will study the need for SIOP to have its own Code of Ethics.

Letter to EEOC: The Executive Committee approved the Scientific Affairs Committee's report to the EEOC on the Civil Rights Act of 1991. The report discusses the problem of test score adjustment, and the full report will be printed in *TIP*. Another report on banding will be written and submitted to the Executive Committee in September.

Task Force on Diversity: The Task Force on Ethnic and Minority Participation has been renamed the Task Force on Diversity and extended through 1993. The Executive Committee will look for ways to transfer Task Force functions to standing committees. The Task Force has come up with a number of ideas to stimulate diversity in SIOP that will be studied this year.

Fellowship: The Fellowship Committee has on its agenda this year questions about who serves on the Committee as well as the criteria for fellowship in SIOP.

The Bush administration's chairman of the Equal Employment Opportunity Commission thinks he's already caught Bill Clinton in a contradiction on civil rights. The president-elect has said he wants his Cabinet and administration to "look like America," yet during the campaign he "made vehement statements opposing quotas, opposing group preferences."

And there, in case you missed it, is the conflict, the whole awful thing, as the Bush administration continues to view the world. The diversity that the Democratic victor seeks implies the use of precisely the "preferences" that he says he wants to avoid, EEOC chairman Evan Kemp said in a swan song the other day. No way can the laudable goal be achieved, except by suspect means, no matter how many eminently qualified blacks or women or Hispanics or members of other such groups you happen to have in your party or to know; the quota police know quotas when they see them. "President-elect Clinton's promotion of diversity and opposition to group entitlement must be reconciled, and I can tell you from experience that it is nearly an impossible job" . . . Mr. Kemp said. He complained that increasingly since the 1960s, politicians had abandoned the simple goal of nondiscrimination in favor of a "politics of pigmentation."

In fact, the achievement of diversity in an administration or student body or faculty or work force does not require a resort to quotas. Even a Reagan-Bush Supreme Court continues to recognize that there is a middle ground. Mr. Kemp, of course, is right that a tension exists. Affirmative action does indeed encompass an inconsistency, as its critics never tire of pointing out. To overcome the effects of racial and other forbidden forms of discrimination from the past, precisely those forbidden factors are required to be taken into account in hiring, promotions and admissions in the present; the cure become a reverse dose of the disease.

The Bush administration's position has been that the cure somehow constitutes the greater threat, that affirmative remedies go too far, entangle the courts, employers and the like in precisely the kinds of racial and other offensive labeling that they are meant to eliminate, and that they ought to be replaced by a policy of strict neutrality—color-blindness, in the case of race. But it is government that is blinded and—conveniently from the standpoint of those who would prefer that it do less—too often neutralized by such a policy, no one else. Government is supposed to pretend that race or ethnic origin or sexual stereotypes are not a factor in situations where everyone else knows full well that they are.

Mr. Kemp says that he felt, as will his successor, "the pressure to use our employment discrimination laws to turn the goal of diversity into a prescription for group entitlement." No doubt that's so, but the danger that a policy

will be carried too far is hardly grounds for its abandonment. There's harm—though not to the same people—in doing too little as well. Mr. Clinton can have a diverse administration and the country still be safe from quotas.

Rights and Quotas Theory and Practice

Evan J. Kemp, Jr.

Finally, thanks to The Post's editorial "Looking Like America" (Nov. 29), the real debate on civil rights has begun. In my speech Nov. 24 to the National Press Club—"Have Civil Rights Become Group Rights?"—I called for such a beginning, for an honest discussion of the state of civil rights. I emphasized we must examine the effects of policies—race norming, quotas, goals, timetables—designed to facilitate affirmative action but resulting in insidious and pervasive racial, ethnic and gender performances. I asked that we take a hard look at what is producing tensions among groups and fostering division in our society.

I have seen how the group approach feeds these tensions. As a leader of the disability rights movement, I fought for the guarantee of individual rights in the Americans With Disabilities Act. I knew group entitlement fails when applied to disability; employers do the minimum necessary under law to meet quotas, and never fill a quota with individuals with serious disabilities. As chairman of the EEOC I have found protection on the basis of group status also fails when applied to race, ethnicity and gender.

President-elect Clinton has recognized these tensions and resentments, and has been widely praised for doing so. He courageously told whites and blacks that division is unhealthy and must be healed. But the challenge to the Clinton administration will be to take the next step and examine whether the prescriptions to cure the disease of racial, ethnic and gender discrimination are outdated, even producing a counter-reaction.

According to The Post's editorial, President-elect Clinton "can have a diverse administration and the country *still* (my emphasis) be safe from quotas. . . . (T)he achievement of diversity in an administration or student body or faculty or work force does not require a resort to quotas."

In theory, no, but in practice, yes. Even after 12 years of Reagan-Bush policies, employers large and small, governments, universities and the nonprofit sector all labor under a regulatory regime that results in the widespread use of quotas.

Here's how the system actually works: The Labor Department requires federal contractors to report the race, ethnic and gender composition of its work

force. Failure to reflect a "correct" composition risks loss of federal contracts. Employers also must grapple with "business necessity" and the Uniform Guidelines on Employee Selection Procedures—the government regulation that requires businesses to prove any selection procedure that has a "disparate impact" on racial, ethnic or gender groups is absolutely necessary. "Disparate impact" means if your payroll doesn't meet the government's prescription for racial, ethnic or gender mix, you may be sued.

Thus, the Uniform Guidelines have become the arbiter of individual merit in American employment. An employer who prefers high school graduates over nongraduates, for example, would risk a discrimination charge because of possible differences in graduation rates among different racial and ethnic groups. But even when an employer successfully defends the "business necessity" of employment decisions, the Uniform Guidelines burden the employer to continue to search for "alternative selection procedures" producing less of a disparate impact (i.e., producing equality of results when comparing groups).

To avoid expensive litigation, prudent employers "hire by the numbers" ensuring their work force's "bottom line" reflects the racial, ethnic and gender composition of their labor market. More important, "hiring by the numbers" satisfies the Office of Federal Contract Compliance (and for that matter, EEOC field investigators), even though the Supreme Court has held Title VII of the Civil Rights Act of 1964 protects individuals, not groups.

While "hiring by the numbers" has become de facto civil rights policy, it begs the question of whose "numbers." According to the historian Stephan Thernstrom of Harvard University, there are at least 106 ethnic groups in the American labor force.

Here we get to the issue of "diversity," which the media treat as the Holy Grail but which in practice has too often come to mean group entitlement in the workplace and in our universities. President-elect Clinton's desire to make his administration "look like America" is laudable. But how to get there? The Clinton administration can be expected to report this "diversity" in terms of the percentage of race, ethnicity and gender for some, but not all, of these groups. "Diversity," which used to bring to mind the image of the melting pot, is today a politically correct call for group entitlements—the very quotas a majority of Americans oppose.

At no point in my Nov. 24 speech did I claim or imply that "in no way can the laudable goal [of diversity] be achieved except by suspect means, no matter how many eminently qualified blacks or women or Hispanics or members of other such groups you happen to have in your party or to know . . ." That's what The Post's editorial said, not what I said or meant.

Recently I heard divergent definitions of affirmative action voiced by two journalists, one black and one white. The black journalist believed affirmative action means dismantling illegal barriers to equal opportunity. Her white colleague described affirmative action as preferential treatment. These insights

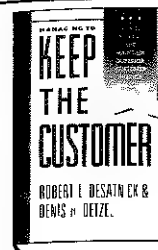
were not the political hyperbole or euphemism of Bush-Reagan policy makers or, for that matter, Post editorial writers. These were citizens telling the truth as they saw it. And their truths reveal the lack of consensus, the myth of the "middle ground" that characterizes the debate about civil rights.

Where is the middle ground for which The Post's editorial yearns? If by middle ground we mean consensus, that can only be reached by continuing to ask the tough questions—questions such as: In today's highly competitive world can we afford to discount the importance of merit in the guise of fairness? Do we owe something special to present-day African Americans—as opposed to Korean Americans, Chinese Americans, Hispanic Americans, Irish Americans—because blacks have suffered a history of slavery and discrimination? And if the answer is yes, can that debt ever be repaid in the devalued coin of racial preference? We must not be satisfied with facile or simplistic answers that bear little relationship to the reality of the workplace, the universities, indeed, of society as a whole.

The incoming administration, as well as The Post editorial page, must face that fact that if "diversity" is used to mask a regime of quotas, we will tear the fabric of this nation along ethnic, racial and gender lines. Surely none of us wants that.

¹Published in The Washington Post, November 29, and December 8, 1992. Submitted by Jim Sharf as a follow-up to Chairman Kemp's speech in the April, 1993 TIP.

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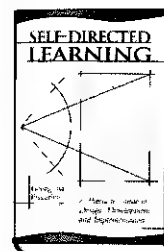
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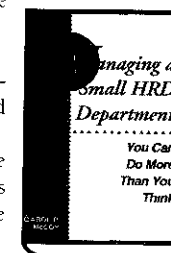
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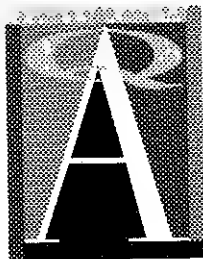
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Practice Network is committed to providing a forum for the discussion of practitioner issues. This column develops based on your calls, views, requests and opinions. I am always available to speak with you at (303) 530-8143 and hope you will find something of interest in the features this month.

ADA Complaints Increasing

By the end of February 1993, the EEOC had received 7,829 complaints alleging discrimination under Title I of the ADA. In February alone, 3,530 complaints were filed, with 2,332 stemming from a single class action complaint filed in New York.

Recently, the EEOC won its first Title I case. In *EEOC v. AIC Security Investigations Ltd.*, the jury awarded a discharged employee \$22K in back pay, \$50K in compensatory damages and \$500K in punitive damages (although the court will be required to adjust this award because these amounts exceed caps for compensatory and punitive damages). This employee was diagnosed with brain cancer, the company said he was absent too often and unable to perform the essential functions as Executive Director of AIC Security but was not able to substantiate this justification in court. Interestingly enough, at the time of the Director's discharge, he was working on the company's ADA policy.

Complaints are being filed, but relatively few have made their way through the court system. 46% of complaints concern discriminatory discharge, 20% address an unwillingness to make a reasonable accommodation and 15% allege discriminatory hiring.

Thanks to **David Arnold** (Reid Psychological Systems) for this information.

Factors Affecting Successful Change

William A. Schiemann (Wm. Schiemann & Associates, Inc.) has completed a survey of senior officers in 104 of the Fortune 500 and is kind enough to share his results with the readers of *Practice Network*.¹

The news is not good. Overall, one-half of his respondents considered their company's key change effort to be a failure, while only one-third felt they had been successful in meeting the objectives of their change initiative.

Detailed results of this survey are as follows:

1. 74% felt there was significant resistance from employees, including top and middle level managers, to doing things in new ways.
2. 66% felt there was an inappropriate culture to support the change. Bill feels this is a result of both not being prepared for the change ("having a value and belief mentality that the *status quo* is fine") and not having the infrastructure—such as the rewards and incentives, the communications and the training competencies—to carry out the objectives of the change effort.
3. 45% felt there was poor communication of the purpose and plan for change.
4. 42% felt there was incomplete follow through of the change initiative.
5. 39% felt there was lack of management agreement on the business strategy.
6. 39% felt there were insufficient skills to support the change. Bill summarizes this as a lack of skills in middle-management and lower-level employees to deal with the ambiguity of a change initiative and to be able to lead employees through a change effort.

In panels with organizational consultants and roundtables with executives, four action areas were identified to help overcome some of the stumbling blocks to the change efforts outlined above.

1. *Create a common vision.* Bill says "if you don't have a common vision you cannot implement a common strategy," and emphasizes the importance of "goal alignment" in the beginning of a change effort. He highlighted that over 80% of employees he spoke with could not articulate 'what's-in-it-for-me' reasons to support a change effort.
2. *Develop common ground.* Get a strong agreement among executives and managers on the tactics required to reach the objectives of the change effort.
3. *Counteract the disruption of historical patterns.* Address the issue of 'feared obsolescence' and begin the training of new skills in the workforce at all levels. Don't ask employees "to move to something different, without helping them develop the skills to do it," Bill cautions.
4. *Develop leadership.* Put a key executive in charge of the change effort. Make him or her formally accountable for its success, instead of adding it as another part of the 'regular' job. Bill stresses the importance of "being able to point to someone who is carrying the flag," and notes the difficulty of finding successful role models within the staff levels of many companies.

William Schiemann utilizes a model he calls SSPCC, which stands for the Structure, Systems, Processes, Capabilities and Culture as a useful guide to identify gaps between where a company is and where they want to be when they launch a key change effort. He feels this model sharpens the focus and rescues the number of priorities a company addresses during a change effort.

Thank you Bill for sharing your ideas with *Practice Network*!

The Russians Are Coming!

Practice Network met up with Russian native and American immigrant Gregory Rachmilevich Ralter (Executive Director of the Russian Association for Personnel Management). Gregory has been networking the SHRM crowd and shared a few of his opinions with the SIOP audience.

Gregory immigrated to the United States in January of this year to create a US-based chapter of the Russian Association for Personnel Management. RAPM is dedicated to helping American companies sort out human resource-related issues in doing business in Russia. Gregory is also teaching a class entitled "Creating American Enterprises in Russia" at the University of North Texas in Denton.

Many companies have been in Russia for more than ten years, such as: DEC, Honeywell, HP, Burroughs, GE, IBM, Monsanto, Nabisco and Caterpillar. Of course the rush of new companies has quickened as more American and European companies look to develop a Russian consumer market or to exploit natural materials. Not surprisingly, there are many differences between the way our two countries do business. Gregory's mission is to help ease this cultural transition.

There are many interesting differences between Russian and American personnel practices. For instance, for many years the KGB allowed the use of only one application blank throughout Russia. RAPM has assisted IBM in 'meeting middle group' with their Russian application form. Interview questions sometimes need to be re-written, such as changing the oh-so-familiar "Why should I hire you?" to read somewhat less aggressively, such as "We will hire you -what will be the benefit for the company?"

Compensation and benefits are very difficult areas for American companies employing Russian locals. Inflation is rampant, having driven up the monthly salary for a degreed worker from 60,000 rubles per month (about \$100) to 85,000 rubles four months later. Gregory says few American companies are setting appropriate market wages for positions in Russia and all are having trouble dealing with this inflation. Benefit packages are also difficult to construct because of the existing system of comprehensive health care. Why have a co-pay plan for dental care when there are either no for-fee dentists to choose from or the free-clinic dentists are better than the for-fee dentists?

Selection testing and reference checking are not very common in Russia. (TB: This is either very surprising or not too surprising in a country recently coming off of 75 years of totalitarian communism. I can't figure out which!) RAPM is also able to assist in the selection and cross-cultural training of expatriates who are sent to Russian worksites. Gregory, as many, point to the quality of the educated workforce in Russia—scientists and engineers in particular. These are very talented degreed professionals who *will* need to learn Western technologies, having not been exposed to them during their education or professional life.

Gregory Raiter looks forward to discussing your particular concerns in how to smoothly implement human resource policies in Russia. You can reach him at (817) 565-4749, or write to Gregory at UNT, College of Business Administration, Management Department, PO Box 13677, Denton, TX, 76203-6677.

Assessment Centers and Personality Testing. And the answer is . . .²

Jack Clancy (Clancy & Associates) said **John Kohls** (consulting psychologist) was the gregarious one, so Practice Network spoke to John to find out the answer to the question of the comparative predictive validity of personality and assessment center testing. (Actually Jack is equally convivial!)

For a little over ten years Jack and John have run an assessment center as the hurdle for getting into a police officer's advanced management training school (Command College). This center, modeled after one Jack and John developed when they were cohorts at Sears in the 1970s, runs twice a year with approximately 50 people (in groups of four) per assessment. The center is composed of a personal history interview, a life goals interview, a leaderless group discussion, an essay and two instruments—the 16PF and the Watson Glaser.

At the end of each center simulation, the trained assessors are asked to make one yes-or-no rating answering the question, "Did this candidate perform well enough across the dimensions assessed in the exercise to be taken into the Command College?" During their Sears experience, John summed assessor judgments across techniques and found them to be predictive of later performance and, using similar techniques for this center, have found a validity coefficient of approximately .30.

John and I discussed the difference between using assessment center data in a statistical (or quasi-statistical) manner, such as averaging and weighting assessor ratings to get final scores, and using a clinical judgment model. John feels that "the original concept of the assessment center was as a clinical judgment. You would put all of the assessors and information together and someone with a clinical bent would assimilate this into an overall judgment."

In terms of the question of the validity of the personality tests versus the techniques used in the assessment center, John ranks these items in descending

order of relationship to the performance of Command College graduates within approximately six months of graduation, as follows: Most predictive is the Watson Glaser, "I've never done a validity study where the cognitive ability measure didn't predict well"; secondly the 16PF, with 14 of the 16 dimensions relating to some aspect of Command College or job performance; thirdly, the personal history interview, followed by the life goals interview; in fifth place, the LGD; and finally the essay (a statistical artifact because the essay must be passed to get into Command College).

Interesting results from the 16PF include the finding that elevated scores in faking good *or* bad are inversely related to successful job performance, higher levels of 'openness' are positively related to successful job performance (remember, we're talking about police officers here), and the absence of a hypothesized curvilinear relationship between the personality scales and job performance.

In the next issue of *Practice Network* John Kohls will relate how he has transitioned from a pure I/O psychologist to a part I/O, part clinical practitioner. Stay tuned!

Virtually Reality

Larry Jacobson (Connecticut State Department of Education) related an exciting use of computer technology in his assessment work.³ Larry and the other members of the development team, **Laurin Hafner** and **Michal Lomask**, produced a simulation to assess beginning teachers' safety knowledge and awareness using interactive videodisc technology.

Larry pointed out that, "This simulation allows us to monitor and measure candidates' safety skills in 'real time' just as if they were in the classroom."

In this simulation, co-sponsored by the National Science Foundation, a candidate is seated at a computer and, using a mouse, is able to "move around" a classroom laboratory. Click on an object and you get a close-up. This simulation is divided into two parts—first candidates check out the classroom before the laboratory activity begins. Their task is to move about the room identifying safety hazards. Second, the candidate watches a class lab on acids and bases. This part lasts for twenty minutes, during which time the candidate stops the action whenever s/he notices any of the four students engaging in an unsafe practice. For both parts, the candidate records their answer digitally to the computer's hard disc, and can listen back and change their responses.

Candidates take from one to two hours to complete the videodisc-based simulation. Once completed, the digitized verbal responses are paired with the video action (i.e., the portion of the video responded to by the candidate) and then recorded on conventional video tape which is scored by assessors. When all responses are grouped together in this manner Larry reports it takes, on average, under 40 minutes for the assessor to score the simulation which may

have taken the candidate up to two hours to complete. This is a potentially important advancement for increasing the efficiency of assessors' time. Larry also reports initial interrater agreement to be around 86%.

This system is comprised of an IBM-compatible 386SX, a computer-controlled 12" laserdisc player, a sound system with voice digitizer and (the real magic) a thing called an 'overlay card' through which the computer and videodisc interact.

Don't talk to me about 'virtual' reality, this system is working right now! For more information, reach **Larry Jacobson**, **Laurin Hafner** or **Michal Lomask** at (203) 566-6585.

"Safety Pays": More Than a Poster

Practice Network had the pleasure of speaking with two practicing psychologists active in the area of safety research and practice.

Kim C. M. Sloat (Behavioral Science Technology, Inc.) has been a practitioner actively supporting company efforts to prevent workplace accidents. According to Kim, in about 80% of injuries one important factor is employee behavior, that is to say the factors involved in injuries are often observable. There are three main ways to prevent accidents in the workplace: (1) Engineering solutions, (2) Behavioral strategies, and (3) Employee selection.

Engineering solutions are used most often to solve ergonomic and repetitive strain injuries. Behavioral strategies can be used to address the many other unsafe practices which fall into two general categories: (1) when a worker **could** be safe but is not, and (2) situations where the root cause is not very obvious and analysis of reasons driving worker behavior needs to be done to identify the solution. Root causes include a lack of training, management system failures, values and priorities not supporting safety, and misaligned reward and recognition programs.

Kim's behavioral sampling procedures utilize trained raters to record previously identified "critical safety behaviors" (actually misbehaviors). Feedback given to work teams can be "very powerful influencing strategies" for improving safe work practices, Kim says. The other use of behavioral strategies is to identify reasons why safe work practices are not being followed. For example, workers may not use protective equipment, such as gloves, because the purchasing office has decided that purchasing a glove in one-size-fits-all makes for a better unit price, although the gloves don't actually fit all workers, or that the second shift workers cannot get into the tool crib to get gloves because the tool crib is only open days. Kim states that "if various parts of the safety and management systems are lined up, the incidence of high risk behavior is low."

Kim recommends the use of the *Job Candidate Profile*, a selection instrument developed by **John Kamp**, an I/O psychologist from the University of Minnesota working for the St. Paul Insurance Company, and finds that selec-

tion strategies are a useful way to reduce unsafe practices given high turnover in the workforce. According to Kim, instruments in this area are highly related to constructs such as impulse control and anti-authoritarianism.

Want more information? Call **Kim C. M. Sloat** at (800) 548-5781, extension 40.

Practice Network also heard from **Vicki Packman** (Salt River Project in Phoenix, Arizona) about a project she is currently working on which is showing the relationship between safety records and some interesting worker behaviors.

The correlates to unsafe working practices "may be related to life style issues" such as sick days and tardy data, unexcused absences, performance ratings and the number of grievances filed. She is fortunate enough to have a historical database of 355 employees over the past five years to conduct this study.

This study "started out when I was noticing that people who had one accident were very likely to have another accident within two to three years." Vicki remembers, "Maybe this had to do with a lifestyle that makes them more likely to have an accident than other people."

Vicki eventually hopes to make recommendations on how to help her company reach its goal of reducing or eliminating all workplace accidents. She feels this recommendation may have two main parts: (1) the use of a selection instrument designed to screen out 'accident proneness,' and (2) intervening with counseling for workers who show a sudden increase in sick or tardy days or unexcused absences. "You have to figure out a system that doesn't punish good employees who have accidents," Vicki says," Vicki says, hoping that counseling may be an intervention for employees who may be undergoing lifestyle changes known to be related to accidents.

Vicki Packman is eager to talk to other I/O psychologists about this matter. She can be reached at (602) 236-8731.

Building Effectiveness at Texas Instruments

Texas Instrument's (TI) Defense Group won the Malcolm Baldrige National Quality Award in 1992. This is at the same time they significantly downsized staff and cut out many layers of management. **John Baum** (Texas Instruments) said this "gut wrenching change" has led to a major commitment to self-directed teams, fewer layers of management and a dedication to the philosophy of empowerment. "It's been a major paradigm shift in the way we are structured and operate," John reports.

TI's CEO, Jerry Jenkins, initiated **TI2000** in 1989 as a formal attempt to create a vision of how TI could remain a big player in the \$2 trillion electronics market in the year 2000. Operating managers at the VP and President's level were charged with creating the HR portion of this overall vision state-

ment. The HR vision emphasizes three themes: (1) *Leadership*—how to develop technical engineers into good managers and open up the path to management succession, (2) *Individual and Team Excellence*—how to develop the personal and team skills of line employees (3) *Organizational Effectiveness*—how to create organizational alignments that support the individual delivery of customer service.

John emphasized that each of these HR themes are related to the domain of I/O psychologists. In the *Leadership* domain, John said the major challenges are for enhanced selection and development. TI has partnered with Personnel Decisions, Inc. to create a “formal, full-up assessment and feedback process.” It consists of a battery of personality, background history and sentence completion tests delivered as prework before PDI’s two-day assessment center. The assessment is followed by a half day developmental planning meeting which includes the participant, his/her supervisor, the lead assessor (a PDI psychologist) and a senior HR officer. John feels that, “the fact that there is senior level involvement makes the feedback sessions very meaningful.” The thing that is unique about this management development process is that “we have truly done it in a top-down manner. Starting with the most senior TI officers (Vice Presidents) two years ago, over 70% of TI officer’s have undergone this developmental process,” John emphasized. The success of this program has led into the use of assessment centers in lower ranking managers in the Defense group and soon, to other industry groups within TI.

John says, “we hope to get to the point where we have institutionalized the assessment process to occur wherever the nature of the job changes significantly,” such as from campus hires into the workforce, from engineer to engineering manager, from mid-manager to candidate for executive levels and upon promotion into officer ranks. “The big challenge we face is to get our development process developed and financed commensurate with the assessment process,” John stated.

To address the theme of *Individual & Team Excellence*, TI’s Defense group, finding itself faced with reduced numbers of employees and operating more sophisticated machinery in a more involved teamwork environment, committed itself to upgrading the quality of the literacy of employees “on the floor.” TI teamed with HRStrategies to develop its literacy program which is spread across manufacturing plants in several states and have partnered with local schools, Sylvan Learning Centers, and other sources to deliver literacy training. The success of this program is due to the “high amount of contribution of I/O psychologists,” John attributes.

TI has also become well known for its support of the Center for the Study of Work Teams at the University of North Texas, located near TI’s Dallas headquarters.

Don’t Polka When You Can Mambo!

Why don’t you boogie your fingers on over to the phone and give me a call? The band is just warming up for next month’s topics. Call **Thomas G. Baker** at Micro Motion, Inc. in Boulder, CO. Voice (303) 530-8143. FAX (303) 530-8007.

Endnotes

1. Bill presented these survey results at METRO’s January 1993 meeting. He works in sunny Somerville, New Jersey.
2. I love the title of John Kohls and Jack Clancy’s presentation at the PTC/NC 1993 Spring Conference: *Assessment Centers and Personality Testing for Decision Making: Do They Work? (The results of a ten year study and practical application indicates that the answer is . . .)*
3. Thanks to February’s *The MAPAC News*, newsletter of the Mid-Atlantic Personnel Assessment Consortium. This group has a lot of expertise using computers in personnel assessment. Contact MAPAC’s President, Jackie Thomas, at (410) 887-3135 or the Newsletter Editor, Linda Dunn, at (212) 794-5672.

TIP FAX POLL

Adrienne Colella
Rutgers University
 and
Kurt Kraiger
University of Colorado at Denver

April Survey

First, results. In the April **TIP**, readers were surveyed about the extent to which they wanted to see various features continued in the future. With a response rate only a mother could love, the most highly rated features were:

- *Legal updates ($M = 4.92, sd = 0.28$)
- *Practice Network ($M = 4.42, sd = 0.76$)
- *Vantage 2000 ($M = 4.17, sd = 1.07$)
- *How SIOP functions ($M = 4.17, sd = 0.69$)

Actually, with the exception of the Master’s Matters column, all features were highly rated (Halo? Leniency? Accuracy?) The low rating for the Master’s column may reflect the stronger response rate from practitioners.

Generally, written comments were also positive. Suggestions for new material also reflected a practitioner focus. Among the more interesting suggestions were:

- *More proactive, less retroactive treatment of topics, (e.g., new selection technologies)

*Guest features from non-SIOP persons who would have an obvious influence on our profession

*Brief descriptions of ongoing research

*Anything about practitioners

The need for timely information of value to practitioners is a loud and clear message. Clearly, **TIP** is more than a newsletter; it is perceived as a primary source of up-to-date information for both academics and practitioners. However, it can be argued that practitioners have a need for *more current information* than academics, and that other outlets (e.g., *JAP*, *Personnel Psychology*) are more difficult places to *place* practical, timely information.

Hopefully, **TIP** has been and will continue to be a useful reference for practitioners. **Tom Baker's** Practice Network is a valuable medium for sharing information, as *can be Charmine Hartel's* Vantage 2000, (provided more people start contributing ideas, ongoing programs, etc.). Remember, **TIP's** motto remains, "You send it, we print it." Generally, the extent to which **TIP** can be more than it is now depends on the contributions of the readership.

Manuscripts, news items, or other
submissions to **TIP** should be sent to:

Kurt Kraiger
Department of Psychology
University of Colorado at Denver
Campus Box 173
P.O. Box 173364
Denver, CO 80217-3364

Phone: 303-556-2965
FAX: 303-556-3520

July Poll

We would like to make the fax poll a regular feature of **TIP**. We will continue it depending on readers' response. The purpose of this issue's survey is to get SIOP members' input on questions of general interest to I/O psychologists. Results will appear in the next issue of **TIP** where we'll publish aggregated responses from all participants and profile a few respondents.

In this first survey, we're interested in the critical incidents that lead people into a career in I/O Psychology. We want to know where, why, and how you chose to become an I/O psychologist and who influenced this decision.

1. Your undergraduate major:
2. Year and area of your Ph.D.:
3. Your current career:
 - ☐ Academics
 - ☐ Practitioner (in Organization)
 - ☐ Practitioner (Consultant)
 - ☐ Other (Describe)
4. Where (or from whom) did you first learn about a career in I/O Psychology?
5. How did you become interested in a career in I/O Psychology?
6. How did you become trained in I/O Psychology?
7. Who had the strongest influence on your decision to become an I/O Psychologist?

PLEASE RETURN YOUR RESPONSES BY FAXING THEM TO ADRIENNE COLELLA (908) 932-5647, PREFERABLY BY SEPTEMBER 8th. PLEASE RESPOND NOW AND THANKS IN ADVANCE FOR YOUR PARTICIPATION.

Note: We would like to follow up and profile some respondents. If you'd be willing to be mentioned by name, please submit your name and phone number. Also, if you have any ideas for questions for future polls, let us know.

THE STUDENT NETWORK

Kerry A. Burgess
University of Central Florida

There are a number of questions that both undergraduate and graduate students have about a variety of issues affecting them. In light of this, TIP felt that students should have their own "network" (i.e., a regular column) addressing some of these questions. The purpose of this network is really twofold: (1) to exchange information related to student concerns, and (2) to feature articles of interest to students. The most appropriate way to access some of these questions is to go straight to those concerned: the students. Therefore, the following survey was created as the initial step in this endeavor.

In creating this survey, areas of interest were generated from both students and faculty from universities such as Michigan State University, Old Dominion University, University of Tulsa, University of Georgia, and University of Central Florida. Individuals from each of these schools composed a series of items of interest or questions from which the items listed below were selected.¹

I sincerely hope that the students who read TIP will fill out and return this survey. A column addressing student issues, in my view, would be tremendously beneficial.

I understand that there are several other issues which affect students; however, due to space constraints, the issues thought to affect students the most are listed. If you have any other ideas that you would like to see featured in the Student Network, please let me know. You can write to me at the aforementioned address. The results of this survey, along with comments received, will be discussed in a future issue of TIP.

In addition to this survey, I will be writing to the I/O program directors at all universities asking for student representatives who can add insight to student concerns; thus, the student network. Student representatives will have the opportunity to add input in various columns pertaining to their interests and experiences. If you are interested in working on this, please see your program directors or drop me a note.

¹Special thanks to Stan Gully, Debra Major, Charmine Hartel, C. Shawn Burke, Charles Lance, and Andrew Patten for their assistance.

Background Information

Status _____ Graduate Student _____ Type of Program _____ M.A./M.S.
 _____ Undergraduate _____ Ph.D.
 Age _____ Year of graduate study: _____
 Name and Address (optional): _____

For the following items, rate the extent to which you think each would be of interest for students in the Student Network, using this 1-5 point scale.

- | | |
|---------------------------|--------------------------|
| 1—Item of no interest | 4—Item of interest |
| 2—Item of little interest | 5—Item of great interest |
| 3—Item of some interest | |

- I. APPLYING TO GRADUATE SCHOOL
 - 1. Applying to master's vs. doctoral programs
 - 2. How graduate schools select students
- II. WHEN YOU GET THERE...
 - 1. Type of advisor that students seek
 - 2. Time management skills that students need
 - 3. Transitioning from undergraduate to graduate school
 - 4. Problems encountered with peers and professors
 - 5. Advisors vs. mentors
- III. INTERNSHIPS
 - 1. Research vs. teaching internships
 - 2. Obtaining internships
 - 3. Research/teaching opportunities available
- IV. THE FINAL YEAR(S)
 - 1. Common problems with theses/dissertations
 - 2. General steps to doing theses/dissertations
 - 3. What to expect when defending
 - 4. Preparing for comprehensives
- V. CONFERENCES/JOURNALS
 - 1. When and why students should attend conferences
 - 2. How presentations/publications impact students' futures
 - 3. Calendar of upcoming conferences, etc.
 - 4. Societies that students should belong to
 - 5. Journals students should subscribe to
- VI. LIFE AFTER GRADUATE SCHOOL...
 - 1. KSAs for graduating I/O students
 - 2. Average starting salaries
 - 3. Applied vs. academic occupations
 - 4. Transitioning from student to professional status
 - 5. The job search
 - 6. Private vs. public sectors
 - 7. Developing resumes (e.g., what should be included)
- VII. OTHER ISSUES
 - 1. Programs at specific universities
 - 2. Rankings of graduate programs
 - 3. Developing professional contacts—"networking"
- VIII. OTHER AREAS OF INTEREST _____

TO BE INCLUDED IN THE RESULTS, PLEASE RETURN
 THE COMPLETED SURVEY BY 10 SEPTEMBER TO:
 Department of Psychology, Attn: Kerry Burgess, University of Central Florida,
 P.O. Box 161390, Orlando, FL 32816-1390
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MASTER'S MATTERS

The spring convention season saw Master's education discussed in three corners of the country. Roundtable and discussion sessions were well attended at SIOP, SWPA and SEPA. At SEPA, about seventy-five people came to hear about "Education and Employment in Psychology at the Master's level." Many of these were undergraduate students who intended to apply to master's level programs who wanted information about program requirements and prospects after graduation. Some of you joined about forty of us at the roundtable session at the recent SIOP meeting, where a variety of topics were discussed. That audience also included students.

One point discussed at the SIOP session was that master's level students often engage in internships and ultimately find employment in HR/Personnel/Training departments. A second item discussed was that a group attached to the E & T Committee has initiated a process to develop "Guidelines for education and training at the master's level in I/O Psychology." Working this year under the direction of Gordie Simerson, this group has settled on a process that will use input from all constituents to develop guidelines that address the training needs for the jobs master's graduates typically hold.

There were several developments within other professional organizations as well. Rosemary Lowe has been elected to be the Chair of the executive committee of the Council of Applied Masters Programs in Psychology, better known as CAMPP. Rosemary replaces Larry Alferink. Larry has been asked by Paul Wohlford of NIMH to serve on a task force formed after the NIMH Public/Academic Linkage Conference to act on a conference recommendation that NIMH sponsor a conference to address issues related to master's education and training. NIMH has formed a task group on master's issues which has tentatively agreed to plan the conference, to be held in 1994. As reported in the last issue of TIP, CAMPP is also considering a second national conference for 1994. APA's support has been mixed on supporting the NIMH effort.

Putting all these things together, several things seem clear.

- One thing is that there are students out there who are very interested in continuing their education at the Master's level. By and large, these were not people who were also interested in doctoral programs. Master's programs serve a population of students who probably would not be involved in graduate education at the doctoral level; students in these programs represent a source of talent that otherwise would not be involved in organized I/O Psychology.
- Master's graduates in I/O Psychology often act as practitioners in a wide range of applied settings outside the immediate domain of the field.

Their presence in HRD departments offers the opportunity for creative academic/practitioner partnerships in research or consulting.

- The faculty who populate Master's programs are alive and well and attend roundtable sessions at SEPA, SWPA and SIOP.
- Master's level training is being cautiously addressed, if not embraced, by groups outside of APA. The impact of these efforts on organized psychology is not predictable.
- SIOP has adopted a proactive stance by nurturing the development of Master's level education guidelines. These will help insure the integrity of our discipline and increase our confidence in the ability of our master's graduates.

As always, any comments, suggestions or reactions or concerns are welcome.

—WDS

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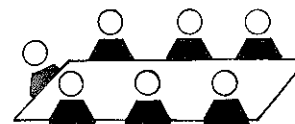
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SIOP CALENDAR

TIP Deadline for October Issue	August 15
APA Annual Convention Toronto, Canada	August 20-23
SIOP Executive Committee Meeting	September 11-12
SIOP Conference (1994) Submission Deadline	October 2



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SIOP thanks everyone participating on a committee during the past year:

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UPCOMING CONFERENCES AND MEETINGS

This list was prepared by Julie Rheinstein for SIOP's External Affairs Committee. If you would like to submit additional entries please write **Julie Rheinstein at Room 6462, OPRD, U.S. Office of Personnel Management, 1900 E Street, NW Washington, DC 20415, (or call (202) 606-0388, or FAX entries to (202) 606-1399).**

- | | |
|------------|---|
| July 14-16 | Workshop on Implementing Self-Managed Work Teams. Interdisciplinary Center for the Study of Work Teams, University of Texas, Denton. Contact: (817) 565-3096. |
| July 17-21 | Annual Conference of the American Society for Public Administration. San Francisco. Contact: ASPA, (202) 393-7878. |
| July 17-21 | Sixth Meeting of the International Society for the Study of Individual Differences. Baltimore, MD. Contact: Paul T. Costa, Jr., (410) 558-8216. |
| July 18-24 | 13th O.D. World Congress. Samara, Russia. Contact: (216) 461-4333. |
| Aug. 8-11 | Annual Meeting of the National Academy of Management. Atlanta, GA. Contact: Mary Ann von Glinow, (213) 740-0731. |
| Aug. 8-12 | Annual Convention of the American Statistical Association. San Francisco. Contact: ASA, (703) 684-1221. |
| Aug. 20-24 | Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA (202) 336-6020. |
| Sep. 21-24 | Fourth Annual International Self-Managed Work Teams Conference. Interdisciplinary Center for the Study of Work Teams, University of Texas, Denton. Contact: (817) 565-3096. |
| Oct. 3-7 | International Personnel Management Association. International Training Conference. Chicago, IL. Contact: IPMA, (703) 549-7100. |
| Oct. 11-15 | Annual Conference of the Human Factors Society. Seattle, WA. Contact: The Human Factors Society, (310) 394-1811. |
| Nov. 3-6 | Annual Convention of the American Evaluation Association. Dallas, TX. Contact: John McLaughlin, (804) 225-2089. |
| Nov. 15-17 | Annual Conference of the Military Testing Association. Williamsburg, VA. Contact: Richard Lanterman, (202) 267-2986. |

Applied Psychology at Minnesota¹

Marvin D. Dunnette
The University of Minnesota

Records from the Graduate School at the University of Minnesota reveal that the first PhD degree in psychology was granted to one Magnus Peter Magnusson in 1893. The records show that no additional PhD degrees in psychology were granted over the next twenty-five years. In fact, psychology's location over those years was within the Philosophy Department. Only two persons with PhDs in psychology, Herbert Woodrow and Harlow Gale, were in the Philosophy Department. In his brief history of Minnesota psychology, MacCorquodale (1975) reports that Woodrow left the University in a towering rage which he harbored for the rest of his life. Even so, Woodrow was elected APA President in 1941.

Harlow Gale, on the other hand, did not just leave the University — he was fired; not just once but three times. He came from a family with money and political influence; thus, he was reinstated twice. But finally he did what was at that time inexcusable. He asked students to complete questionnaires which inquired about their sexual experiences and behaviors. Gale did not become President of APA. Instead, he became head of the Minneapolis Sewage Disposal Department.

From this inauspicious beginning, Minnesota's Psychology Department rose to worldwide fame and has consistently been ranked among the top ten Departments of Psychology for at least the last twenty-five years.²

How did this happen?

As is so often the case, the answer lies in a combination of national crisis, fortuitous circumstances, and individual talent and energy.

Shortly before Minnesota's Psychology Department was given its independence in 1919, the United States, on 6 April 1917, declared war on Germany. That evening, after a hurried meeting, Robert Yerkes, Walter Van Dyke Bingham, and R. Dodge drafted a letter urging all APA psychologists (N = 336) to give whatever professional assistance they could to the war effort. Shortly, two groups of Army psychologists were formed. Within less than two years, 1,726,966 men were tested. In addition, job specifications were written, job knowledge tests invented, officer rating forms devised, and training and psychological counseling programs mounted.

As fate would have it, Yerkes had previously agreed to come to Minnesota to get the new Psychology Department started and to serve as its first chairman. The war intervened, and his appointment was held in abeyance. Just after the war, Yerkes received an offer to head the newly created National Research

1994

April 7-10 Ninth Annual Conference of the Society of Industrial and Organizational Psychology. Nashville, TN. Contact: (708) 640-0068.

July 10-13 Third Western Academy of Management International Conference. "Regional and Global Dynamics." Contact (USA): Bruce Drake, (503) 283-7224. Brisbane, Australia.

July 17-22 23rd International Congress of Applied Psychology Madrid, Spain. Contact: Secretariat, Colegio Oficial de Psicólogos, 23 IAAP Congress, Nunez de Balboa, 58, 5, 29001 Madrid, Spain.

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Council, an offer which he apparently preferred to the Minnesota post. In order to accept the National Research Council job, Yerkes suggested that Minnesota hire a young psychologist who had served with Yerkes in the Army Surgeon General's Office during the war. Thus, it was that Richard M. Elliott, at age 32 and with a PhD from Harvard University, where his classmates had been E. G. Boring and Edward Tolman, came to Minnesota.

Elliott served as chairman for the ensuing 32 years—from 1919 until 1952. Elliott's tenure as chairman engendered and reinforced excellence in all areas of psychology—experimental, clinical, animal and human learning, counseling, differential, social, and industrial.

As described by MacCorquodale (1975), Elliott brought "a vision, a conviction, of what the tone and atmosphere of a proper department of psychology should be—or should become. It would be eclectic; it would not be a school of this or that or the other thing. It would cover a broad spectrum of psychology. . . . He appointed behaviorists and he appointed applied psychologists and he appointed people in between."

Over the years, brought to the department such persons as K. S. Lashley, James Rowland Angell, J. F. Dashiell, J. R. Kantor, B. F. Skinner, William Heron, Charles Bird, Miles Tinker, Starke Hathaway, Paul Meehl, K. E. Clark — and of greatest importance for our present purpose — D. G. Paterson.

Elliott had formed a close friendship with Paterson during the time they had worked as examiners in the Army's group testing with Army Alpha and Beta. Elliott invited Paterson to join the Psychology Department in 1921. Paterson, who had been working with the first modern psychological consulting firm, the newly formed Scott Company, eagerly accepted an associate professorship in the fledgling department. At the time, they anticipated a bright future for applied psychology as they had experienced its first large scale impact during their Army experiences.

Donald Gildersleeve Paterson was born 18 January 1892 in Columbus, Ohio. He was the fifth of five children of Robert Paterson and Rosatha Gildersleeve. Both parents were deaf as a result of childhood illnesses, and his father taught at the state school for the deaf.

The Paterson children were fluent in sign language and the finger alphabet. The direct influence of this childhood setting on Paterson himself can be seen in his later concern with guidance and rehabilitation counseling.

Paterson attended Ohio State University where he fell under the spell of a dynamic young psychologist, Rudolf Pintner. However, in Pintner's course on mental deficiency, Paterson rebelled at the notion that such an "intangible" as intelligence could be measured objectively. After a class debate on the matter, Pintner closed off the argument by lending Paterson the materials for the Binet test and sending him home to test children in his neighborhood. Paterson later wrote, "I . . . discovered the range of individual differences among these children. From that day, I became enthusiastic about possibilities of the mental

test method." Before he knew it, Paterson had become involved with Pintner in developing non-language performance tests. Paterson received his AB (1914) and MA (1916) with Pintner. When he left Ohio State, he had written fifteen articles with Pintner and a pioneering book, *A Scale of Performance Tests*, published in 1917.

In 1917, after a brief appointment as an instructor at the University of Kansas, Paterson enlisted as a 1st Lieutenant in the Surgeon General's Office and was made Chief Psychological Examiner at Camp Wadsworth. As mentioned, it was here that he formed a close friendship with R. M. Elliott. He also gained experience in group testing with the Army Alpha and Beta (which had, in fact, been derived in large part from his work with Pintner).

Paterson remained at Minnesota throughout his career until his retirement as Emeritus in 1960. During his entire career, he formed fruitful collaborations with colleagues to influence the formation and extension of all forms of applied psychology. He pioneered, in particular, the rapid growth and development of student personnel work (with collaborators E. G. Williamson and J. G. Darley), vocational counseling and placement (with collaborators Lloyd Lofquist Ralph Berdie, Rene Dawis, Beatrice Dvorak, and John Holland), industrial and personnel psychology (with collaborators Herbert G. Heneman, Jr., William Owens, Jr., Dale Yoder, C. Harold Stone, H. P. Longstaff, G. W. England, and Kenneth E. Clark), and the psychology of individual differences or differential psychology (with collaborators Leona Tyler, James J. Jenkins, Starke Hathaway, Paul Meehl, and many others).

In addition to individual collaborators, as mentioned above, Paterson developed close institutional affiliations as a collateral means of advancing the uses and applications of psychology. Examples of such interdepartmental and interdisciplinary structures in response to societal needs are the Minnesota Mechanical Abilities Project and the Employment Stabilization Research Institute (in response to the great depression and severe employment discontinuities of the 1930s), the Minnesota Industrial Relations Center (in response to the needs for increased attention to issues related to economic transitions in a post World War II world and for research in areas related to management and labor cooperation), and the Minnesota Studies of Vocational Adjustment and Rehabilitation (in response to needs for vocational guidance and job placement methods for persons with disabilities).

Paterson's philosophy and approach to counseling and to the importance of matching persons with jobs well suited to them is reflected in what came to be known as the *Minnesota Point of View*. This viewpoint was articulated recently by Dawis (1992) in an APA Centennial Feature article for *The Journal of Counseling Psychology*. According to Dawis (1992):

"In subject matter, the individual differences tradition is the trait and factor approach and the fit between person and environment. . . .

"The individual differences tradition . . . is attitude as much as it is procedure. It is a generalized expectation that each person is different and unique. It is a belief that individual differences are matters of degree and not of kind. It is confidence in the compensatory capabilities of human beings. It is a tolerance for deviation, even when this is in the socially undesirable direction. It is an awareness of bias and its unwanted effects. It is an abiding respect for individuality.

"In procedure, the individual differences tradition is the objective, quantified assessment of person and environment and the determination of the fit between the two. It is essentially eclectic in . . . technique or approach, the criterion being what best fits the particular client. . . It is less interested in changing the person and more interested in finding the "right" environment for the person (p. 17).

In essence, the Minnesota Point of View encompasses three guiding principles:

- Each individual represents a unique combination of abilities, interests, attitudes, and personality attributes all of which are capable of being assessed in relation to opportunities, choices, and goals.
- Measurement of such characteristics can and should be accomplished by objective, replicable methods.
- Proper data, properly measured will provide a sound basis for decision making.

Paterson's philosophy, as reflected above, was espoused throughout his career and throughout his life. It is noteworthy that Paterson, in his Walter Van Dyke Bingham lecture at Ohio State in 1956, stated that widespread discrimination against minorities, women, the young, the old, and the handicapped was a primary reason for occupational maladjustment. He called then for vocational psychologists to join "the struggle to open up and to maintain nondiscriminatory employment opportunities for everyone in our democratic society," and to help put an end to "the present inexcusable waste of precious human resources." (Paterson, 1957, p. 143).

During a period of great growth in applied psychology (1943-1954), Paterson edited the *Journal of Applied Psychology*.³ During his career, he also served as consulting editor for almost every applied psychology journal in the United States. His skill in unraveling a manuscript and dissecting a body of data was rarely matched. Both his students and colleagues profited from his keen and sometimes lethal commentaries. In classes and seminars, the "needling" was legendary.

In the years of his career at Minnesota, nearly 300 of his students earned MA degrees and 88 obtained PhD degrees with Paterson serving as their major

advisor. His first doctoral student completed her degree in 1927; his last two doctoral students completed their degrees in 1961, the year of his retirement.

In addition to his graduate students, thousands of undergraduate and graduate students had taken his courses in the psychology of individual differences, vocational and occupational psychology, and occupational counseling. My crude estimate of the eventual locus of employment of his doctoral students suggests that nearly thirty-five percent developed applied psychology programs at other universities or took counseling jobs at universities. Another thirty percent went into government or industrial jobs, and from five to ten percent entered consulting.⁴ It is obvious that Paterson's impact on applied psychology during its major formative years between 1920 and 1960 was immense.⁵

At the time of Paterson's retirement, the field of applied psychology had clearly begun to be more distinctly differentiated into counseling psychology and industrial psychology. And, within another few years the impact of social psychology and increased emphasis on group processes and organizational units as entities of study would lead to a new title for APA's Division 14 and SIOP—the Society for Industrial and Organizational Psychology.

M. D. Dunnette completed a PhD with D. G. Paterson in 1954. After spending a year on the staff of the Industrial Relations Center at Minnesota, Dunnette accepted a position with 3M Company as Manager of Employee Relations Research. He was joined a year later by Wayne Kirchner who also had received his PhD as a student of Paterson in 1954. Together, Dunnette and Kirchner developed and empirically validated selections and assessment systems for clerical staff and other support services personnel, scientists and engineers, sales personnel, and managers.

In 1960, Dunnette accepted an offer to join Minnesota's Psychology Department as an Associate Professor. He had the privilege of serving as Paterson's colleague during the final year of his (Paterson's) long and brilliant career.

By that time, it was evident that many persons would be required to fill the large void left by Paterson's retirement. Lloyd Lofquist had joined the Department in 1956 and was destined to chair the counseling program. Dunnette chaired the industrial and organizational program, and Rene Dawis who had received his PhD with Paterson in 1956 stepped in to teach vocational and occupational psychology and occupational counseling. Over the years, the individual differences course has been taught by James Jenkins, Rene Dawis, Marvin Dunnette, Thomas Bouchard, and Phil Ackerman.

Industrial psychology already had students at the time Dunnette joined the Department. H. P. Longstaff, also a former student of Paterson's, had joined the Department in the late 40s and continued to work with doctoral students in industrial psychology for many years.

Shortly after Dunnette joined the Department, J. P. Campbell came to Minnesota, after having received a Masters degree at Iowa State with A. C. MacKinney and William Owens, Jr. Campbell completed his PhD early in 1964. He joined the Psychology Department at the University of California in Berkeley that same year. In the meantime, Dunnette convinced members of Minnesota's Psychology Department to add additional persons in industrial and organizational psychology. Accordingly, Karl Weick joined the Department in 1965 to develop courses in organizational psychology. Weick had received his degree in social psychology in 1962 from Ohio State and was an assistant professor at Purdue at the time he was recruited. John Campbell, after being at Berkeley for three years, agreed to return to the Minnesota Department in 1966. Shortly thereafter, in 1969, Thomas A. Bouchard joined the Minnesota Department. Bouchard had received his PhD in personality/social psychology under Harrison Gough at Berkeley in 1966 and was an assistant professor at the University of California in Santa Barbara at the time of his recruitment. Upon coming to Minnesota, he took over the teaching of the course in the psychology of individual differences. This was seen as a "developmental experience" at the time. It is obviously apparent that Bouchard's development as a differential psychologist was exceedingly successful because he has since achieved national and worldwide prominence because of his work with identical twins reared part. He lists as his primary interest the field of behavior genetics, but he is still an active and important contributor to the industrial and organizational psychology program at Minnesota.

During the twenty years ensuing after Paterson's retirement, applied psychology at Minnesota continued to be represented as a kind of amalgam between differential psychology, counseling psychology, and industrial and organizational psychology. During that twenty year period between 1960 and 1980, persons received PhD degrees in industrial/organizational areas as follows:

Area of Concentration	N
Industrial and Organizational	40
Counseling and Industrial/Organizational	11
Differential	5
Social/Organizational	3

Two additional staff members joined the Minnesota Department in 1984:

Ruth Kanfer had received her PhD in clinical psychology at Arizona State University in 1981. She spent 1981-1983 as a post-doctoral fellow at the University of Illinois where she developed additional knowledge and skills in industrial and organizational psychology. She continued as a visiting assistant professor at Illinois during 1983-84.

Philip Ackerman received his PhD in quantitative methods and psychometric methods in psychology from the University of Illinois in 1984.

Professors Ackerman and Kanfer are co-directors of a large laboratory dedicated to the study of the interactive effects of abilities and motivation on learning and performance.

At present, the following members constitute the core faculty in industrial and organizational psychology in the Minnesota Department:

John P. Campbell—serves as Director of the program. PhD, 1964, Minnesota. Interest areas: industrial and organizational psychology, psychometric methods, prediction and selection models, decision making models, industrial training and development.

Marvin Dunnette, PhD, 1954, Minnesota—Interest areas: industrial and organizational psychology, differential psychology, occupational counseling, personnel selection, human resources utilization in work settings.

Ruth Kanfer, PhD, 1981, Arizona State University—Interest areas: organizational psychology, social learning, work motivation and job satisfaction, goal setting, self regulation.

Philip L. Ackerman, PhD, 1984, University of Illinois—Interest areas: human factors, ability measurement, individual differences, information processing components of task performance, skill acquisition, quantitative methods.

In addition to the above core faculty, several other faculty members provide important support to the Minnesota program including: Rene Dawis, Jo-Ida Hansen, and Patricia Frazier in counseling psychology; Thomas Bouchard in individual differences; David Weiss and Robert Cudek in psychometric methods and structural equations modeling; Mark Snyder, Ellen Berscheid, and Eugene Borgida in social psychology; and Auke Tellegen and David Lykken in personality assessment and research.

Additional important support is offered by faculty members from other University departments, in particular departments housed in the University's Carlson School of Business and Management where several well known industrial and organizational psychologists are actively pursuing research and teaching programs.⁶

Since 1961, 97 Minnesota students have received PhD degrees in programs⁷ closely related to industrial and organizational psychology. The table below shows the locus of employment for these Minnesota graduates:

Academic departments	28
Consulting firms	20
Industrial firms	14
Government or private research institutes	14
Private practice	11
Government Agency	5
Retired	4
Deceased	1

Over the nearly 35 years since Paterson retired, several significant events have occurred to enhance and expand opportunities for both the education of industrial and organizational psychologists at Minnesota and to enhance the reputation of the Twin Cities as a mecca for applied psychology. These include:

- Publication by Campbell, Dunnette, Lawler, and Weick of *Managerial Behavioral Performance and Effectiveness* in 1970.
- Development and testing of a theory of work adjustment by Lofquist and Dawis during the 60s and 70s.
- Founding of Personnel Decisions, Inc. in Minneapolis by M. Dunnette, W. Kirchner, and L. Hellervik in 1967. (This firm currently has nearly 300 employees and continues to provide opportunities for practical work experiences to many University students.)
- Publication in 1976 of the first edition of the *Handbook of Industrial and Organizational Psychology*, edited by M. Dunnette.
- Founding in the late 60s (by Lofquist and Dawis) of the Psychology Department's Minnesota Vocational Assessment Clinic. (This clinic provides vocational guidance services to hundreds of persons per year for minimal fees and constitutes a continually expanding data base for research in work behavior and adjustment.)
- Founding of Personnel Decisions Research Institutes by M. Dunnette, W. Borman, and L. Hough in 1975. (This firm carries out large scale research projects in applied psychology for both public and private sector clients.)
- Publication over the last three years of the four volume, second edition of the *Handbook of Industrial and Organizational Psychology*, edited by M. Dunnette, L. Hough, and H. Triandis.
- Funding provided by the Army Research Institute, beginning in 1982, of the massive Project A, for which J. Campbell has served as Principal Investigator throughout its duration. (This project, described in detail in

Campbell [1990] is a massive research effort with the objective of generating the instrumentation and validity information data base necessary for modeling and developing an organization-wide selection and classification system.)

The current core staff at Minnesota consists of Professors Campbell, Dunnette, Kanfer, and Ackerman, Campbell and Dunnette) who have each received SIOP's award for distinguished scientific contributions. Kanfer and Ackerman have each received APA's award for outstanding early career contributions. Moreover, Paul Sackett's recent election as President of SIOP brings to three the number of Minnesota faculty who have served as president of SIOP.⁸ Also, Professor Ray Noe of the Industrial Relations Department is the most recent recipient of SIOP's award for outstanding early career contributions in industrial and organizational psychology.

Finally, in recent years two University of Minnesota endowed chairs have been funded with the specific purpose of maintaining excellence in applied psychology at Minnesota. The first, for which recruitment is now under way, is the Lowell Hellervik-Personnel Decisions, Inc. Chair in Organizational and Counseling Psychology. The second, for which recruitment will probably begin in the next two or three years, is the Marvin Dunnette Distinguished Chair in Applied Differential Psychology.

Funds for these endowments have been contributed by colleagues, former students, and by the PDI and PDRI organizations for the purpose of helping to maintain the tradition of research and practice in Applied Psychology at Minnesota.

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Footnotes

(1) I am deeply indebted to James J. Jenkins who kindly sent me a copy of his draft biography of D. G. Paterson which he prepared for publication in the *Encyclopedia of Social Sciences*. Jenkins prepared the biography in 1962, a few months after Paterson's death.

(2) For example, surveys conducted over the last several years by various agencies showed the following results:

1987 — *The Gourman Report*: A rating of Graduate and Professional Programs in American and International Universities. Minnesota ranked 5th behind Stanford, Yale, Pennsylvania, and Michigan.

1983 — National ratings study, sponsored by the *American Council of Learned Societies*, *Social Science Research Council*, *American Council on Education*, and the *National Research Council* report the standings of 150 programs. This department ranked 7 for *quality of faculty*, or given ties, at the 4th level from the top. On *quality of program*, the department tied for second. Our peer departments are Stanford, Yale, Michigan, Harvard, Pennsylvania, and Berkeley.

1976 — Study by the *Educational Testing Service*, the *Council of Graduate Schools*, and the *National Science Foundation* ranked the department 4th on *quality of faculty* and 3rd on *attractiveness of program*.

1969 The *American Council on Education* (Roose, Andersen) report ranked the department 6th on quality.

- (3) The remaining twenty five to thirty percent of Paterson's PhD students were unknown to me.
- (4) In addition to what has been detailed above, Paterson was a founder and President of the American Association of Applied Psychology, and served as Secretary of the American Psychological Association for 6 years. He was a Diplomat in industrial psychology of the American Board of Examiners in Professional Psychology. He received an honorary LLD degree from Ohio State University in 1952, and in 1956 was selected to deliver the Walter Van Dyke Bingham lecture at his alma mater.
- (5) For example, Larry Cummings holds the Carlson Chair of Management in the Management Department, and the Industrial Relations Department is home to Professors Richard Arvey, Paul Sackett, Raymond Noe, and Cheri Ostroff.
- (6) The primary area of concentration has been in industrial and organizational psychology, but many programs have also been enhanced by supplementary concentration in counseling psychology, social psychology, or differential psychology.

SIOP's 1993 Award Recipient

**Wayne J. Camara, APA
Chair, Awards Committee**

The Society's 1993 awards were presented at the Annual Conference. This year, the program committee established a new SIOP award for the Best Student Posters. An awards citation and cash prize of \$100 were presented to the following students:

Susan I. Bachman, University of California, Berkeley
"Mentor and Protege Gender: Effects on Mentoring Roles and Outcomes"
Coauthor: Kristen Gregory, Kaiser Permanente

Amy B. Gross, Kansas State University
"Union Loyalty: A Social Psychological Approach"
Coauthor: Clive Fullagar, Kansas State University

Steffanie L. Wilk, University of Minnesota

"Gravitation to Jobs Commensurate with Ability: Longitudinal and Cross-Sectional Tests"

Coauthors: Laura B. Desmarais, IBM and Paul R. Sackett, University of Minnesota

The following annual awards were also presented at the luncheon by the Award's Committee and Executive Committee.

Robert S. Wherry Award for the Best Paper at the 1992 I-O/OB Graduate Student Convention

The Robert S. Wherry Award for the Best Paper at the 1992 I-O/OB Graduate Student Convention was presented to Sarah Moore-Hirschl, Bowling Green State University. Her paper was entitled "Prior Accurate Knowledge of Ratings of a Realistic Job Preview." Sarah was given a citation and a cash prize of \$100.

S. Rains Wallace Dissertation Award

Honorable Mention for the 1993 S. Rains Wallace Dissertation Award was given to Susan G. Straus. Dr. Straus' dissertation, entitled "Does the Medium Matter: An Investigation of Process, Performance, and Affect in Computer-Mediated and Face-to-Face Groups" was completed at the University of Illinois under the direction of Joseph E. McGrath, Ph.D.

The 1993 S. Rains Wallace Dissertation Award was given to Deborah F. Crown, Ph.D. in recognition of the best doctoral dissertation in the field of industrial and organizational psychology. Dr. Crown's dissertation, entitled "Maximizing Group Level Performance for Nonsummative Interdependent Task: Integrating Individual and Group Goals," was completed at the University of Colorado under the direction of Joseph G. Rosse, Ph.D. Dr. Crown was given a certificate and a check for \$500. Dr. Crown has been invited to provide a presentation at next year's I-O/OB Doctoral Consortium based on her award winning dissertation.

Edwin E. Ghiselli Award for Research Design

The Society was pleased to present the 1993 Edwin E. Ghiselli Award for Research Design in the field of industrial and organizational psychology to Elizabeth Weldon of Indiana University and Karen A. Jehn of the University of Pennsylvania. "Conflict Management in US - China Joint Ventures," was the title of their research proposal. Dr. Weldon and Dr. Jehn were each provided with a certificate and shared a cash prize of \$50. They were also invited to provide a presentation at the 1994 I-O/OB Doctoral Consortium based on the award winning research proposal.

Ernest J. McCormick Award for Distinguished Early Career Contributions

The 1993 Ernest J. McCormick Award for Distinguished Early Career Contributions was given to Raymond A. Noe, Ph.D., in recognition of his contributions to the science of Industrial and Organizational Psychology. Ray received his Ph.D. in 1985 from Michigan State University, and has been on the faculty of the Industrial Relations Center at the University of Minnesota ever since.

Ray's contributions span several facets of the field of psychology, with a primary emphasis on issues related to employee training and development.

One major contribution is Ray's work on trainee attitudes and training effectiveness, the topic of his doctoral dissertation at Michigan State University. In 1986, Ray published a conceptual paper in the *Academy of Management Review* presenting what is now known as the Noe model of trainee attitudes and training effectiveness. He developed scales to measure aspects of training readiness, and presented a test of the conceptual model using these scales in a 1987 paper in *Personnel Psychology*. This work has been the impetus for studies in this area by a number of researchers who have tested and further developed both the conceptual model and the instrumentation.

Ray followed a similar process in another important area, namely, the study of mentoring relationships. In 1988, Ray published a paper in the *Academy of Management Review* reviewing the mentoring literature and outlining a research agenda. That same year, he published an empirical paper presenting a set of scales for measuring aspects of mentoring relationship and examining the determinants of assigned mentoring relationships. These scales have been used by a variety of researchers in many subsequent studies of mentoring relationships.

In addition, Ray has published research dealing with self-assessed training needs, career exploration, career motivation, relapse training, determinants of participation in development activities, and determinants of willingness to accept mobility opportunities. Ray has significantly expanded our understanding of a variety of aspects of the training and development process, and has influenced the work of other researchers in this area.

In view of these contributions, the Society for Industrial and Organizational Psychology is pleased to present its 1993 Ernest J. McCormick Award for Distinguished Early Career Contributions to Raymond A. Noe, Ph.D. Dr. Noe received a certificate, a check for \$500, and an invitation to present an address at the next SIOP conference. (Nominator: Paul Sackett)

1993 SIOP Distinguished Service Award

The Distinguished Service Award is given in recognition of sustained, significant, and outstanding service to the Society. We certainly had Bob Guion in mind when this award was conceived.

First, we should consider the extent to which Bob's contribution has been "sustained." In 1959, Bob was the first Chair of the Division's Education and Training Committee and helped draft the first set of doctoral guidelines for education in I/O psychology. In quick succession, Bob held elected Division positions as member-at-large on the Executive Committee, Council Representative, Division President (1973) (with the implied additional two years as President Elect and Past President) and two more terms on Council. He has also served as the SIOP representative on the APA Science Advisory Committee, and on the recent Task Force addressing dishonesty and theft in employment settings. Interpolated into these activities were numerous other assignments. A sampling includes the following: a key role in the development of all three sets of SIOP Principles for Validation and Use of Personnel Selection Procedures, Division representative at the first Vail Conference, many and diverse APA assignments including the Committee on Accreditation, Committee on Psychological Tests, Board of Scientific Affairs, and Editor of *JAP* for 6 years, not to mention masthead and *ad hoc* reviewing for a host of other applied and I/O journals. In short, he has had an unbroken record of service for 35 years.

Next, consider the requirement of making a "significant" contribution to the Society and, by extension, the profession. The question here is whether or not he has had an impact. Were his efforts noticed? The answer is clearly "yes." His work on the SIOP Principles has been noticed. It has been noticed by the courts, by the experts, and by the profession. It has been noticed so much that the Uniform Guidelines have long since been eclipsed by our Principles. Through Bob, the Society has assumed a "personality" which included the adjectives thoughtful, dedicated, creative, supportive, appropriately critical, and hard working. He has stood for what each of us aspires to be.

It is the last word — "outstanding" — which we should pay particular attention. He represents the finest combination of scientist and practitioner with the added advantage of being an articulate conscience for the profession. No one can doubt that Bob has represented the moral compass of the Society in his dealings with world at large. Several years ago I heard a Department of Justice lawyer worry out loud when he heard that Bob was "retiring" that there might not be another "Bob Guion" coming along to carry on the tradition of clearheaded and compassionate professionalism. This is what Bob has done for us and why he so clearly deserves the Distinguished Service Award. (Nominator: Frank Landy)

1993 SIOP Distinguished Scientific Contributions Award

The Society had the honor of presenting the 1993 Distinguished Scientific Contributions Award to Edwin A. Locke, Ph.D.

Dr. Edwin Locke is, first and foremost, a theory builder (Locke & Latham, *A Theory of Goal Setting and Task Performance*, 1990, Prentice Hall). He is one of very few industrial organizational psychologists who has steadfastly pursued the topic of motivation for three decades. His work on goal setting is among the most impressive theory-building efforts in the history of our field in terms of sheer amount of data, evidence for quality of the findings, the discovery of moderator variables, and the integration of this work with other theories. In a recent article by Lee and Earley in the *Organizational Development Journal*,¹ goal setting theory was rated 2nd in validity and 1st in practical utility by 127 top scholars.

Dr. Locke's 1968 article "Toward a Theory of Task Motivation and Incentives," published in *Organizational Behavior and Human Performance*, is considered a seminal article in the field. Subsequently, Dr. Locke's research was the first to separate the effects of goal difficulty, which affects the level of performance, from those of specificity, which affects variance in performance. Other "firsts" include pointing attention to the importance of goal commitment, reconciling the conflicting findings in the literature regarding participation in setting goals, showing that affect (satisfaction) results from success, and integrating multiple theories into one model, namely the "High Performance Cycle."

Dr. Locke's 1975 chapter on job satisfaction for the *Handbook of Industrial Organizational Psychology* is also considered seminal. It lays out a causal model which is now accepted by our field as the basic model for studying this phenomenon. Ed was the first to identify the role of value importance in job satisfaction by showing that it affects the degree of affect caused by a given percept-value discrepancy.

As a strong methodologist, Dr. Locke published one of the few papers ever to explain the reasons for the effect of moderator variables, and he was among the first to demonstrate that the results obtained in laboratory settings regarding I/O psychology phenomena are replicable in the field.

In summary, Dr. Locke is deserving of this award for three interrelated reasons. First, he is a theory builder without peer. Second, Dr. Locke's articles are cited widely and thus have stimulated the research of many other scholars. Third, his work is widely recognized. In a study of 32 leading business schools, Ed was rated 2nd out of 571 management faculty in terms of scholarship (articles, plus citations, plus peer ratings). He was also a co-winner with Latham and Erez of the Outstanding Paper in Organizational Behavior award from the Academy of Management in 1988. Two of his articles have been designated *Citation Classics*. Finally, he was chosen for inclusion in Art Bedeian's 3 volume series entitled *Management Laureates*. (Nominator: Gary Latham)

¹1992, 10, No. 4, 37-42.



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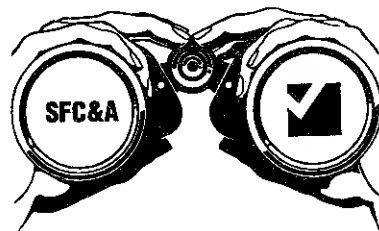
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Pat C. Smith: Satisfaction in Life

By Robert Most
Consulting Psychologists Press and Mind Garden

It was a pleasure interviewing Patricia Cain Smith about her life. I am left with the impression of a person who loves hard work, curiosity, people, and who derives deep satisfaction from the very process of life. Pat is very engaging and warm and has a down-to-earth intellect that helps her see things clearly.

Pat's early childhood was spent in Montana. She was an only child and her parents did a great job of raising an independent woman. She can remember her father discussing the statistics of card playing and her mother working with her on vocabulary items. Pat felt she had to be extremely good at everything in her home. She read widely. She was an excellent swimmer and was ninth in the state for distance swimming. Politically, her parents were Socialists which may relate to Pat's independence and orientation towards achievement despite being a woman of this period.

Pat's family moved a great deal, she attended thirteen schools before college. Because of always being the "new kid on the block," Pat feels she is a people pleaser, and has trouble giving negative feedback. People always liked Pat. She was very good in math, and interested in psychology. From her wide reading in the library, she analyzed that she should be a psychological statistician at the age of 15.

In 1935, she went to college at the University of Nebraska where J. P. Guilford taught her first psychology course. Many in the class thought he was quite dull, but Pat found him so fascinating she majored in Mathematics and Psychology. Pat did her honors thesis with Guilford.

After Nebraska, Pat went to Northwestern for an assistantship but spent only one semester there because no one shared her interests. She evaluated her situation and thought she was not learning anything. She called Guilford who told her to call L. L. Thurstone. Thurstone offered her a job in his lab at the University of Chicago. Instead of Chicago, Pat took a "demonstratorship" at Bryn Mawr, but it would have taken nine years to get a Ph.D. there. Her office mate had come from Cornell and suggested they both go to Cornell. Pat took the night train to Cornell and saw professor Harry Porter Weld who gave her a teaching fellowship. Weld was co-author of the experimental textbook of that period (1940).

Pat's career was hampered by sex discrimination. At Cornell, a colleague, John Lacey (who went on to be known for his stress research) asked the Department Chairman, Dr. Karl M. Dallenbach (a former student of Titchen-

er), who his best graduate student was. He said that it was Pat. Lacy asked why Pat was doing the work of an assistantship and getting a fellowship salary (\$800 per year). Dr. Dallenbach said Pat got paid less because she was a woman.

When Pat got her doctorate, despite excellent skills and reputation, she found few jobs open to her. She sent out 200 letters and had three interviews. A pioneer woman industrial psychologist, Marion Bills, who was an officer at Aetna Life and Affiliated Companies helped her get an interview there. Pat received \$1,500 per year at Aetna as a Personnel Intern. Typical of I/O psychology during this period, one of her projects was to do a time and motion study of women filing.

During this period (1942-1944), Pat also consulted at Hartford Hospital in Hartford, Connecticut. Aetna had offered to give \$100,000 to rebuild Hartford hospital on condition that they revise their compensation plan. Pat was given the task of working on their compensation plan, but the doctor in charge of Hartford Hospital did not approve of this interference by consultants. There she learned a great deal about politics and consultant work.

Pat met her husband, Olin Smith, at Cornell. When they were married, Olin was in his Senior year. He went on to graduate work at Cornell in I/O psychology but the completion of his doctorate was delayed when he got drafted into the War.

In 1944, she went to Kurt Salmon Associates in Washington, DC to set up a Personnel Psychology Division. She made \$7,000 per year at Kurt Salmon doing test validation, mainly in the garment industry. The garment industry was a good forum for a woman industrial psychologist because women were foremen in the garment industry.

It was in the garment industry that Pat began her satisfaction research. She worked with the Garment Union to accomplish her validation research. The Union called in the workers to take Pat's tests, which were measuring individual differences in susceptibility to industrial monotony. From this research, Pat came to realize that there was no objective definition of repetition. The workers' perception of their work and their control over the work was the important variable. Basically, the workers were practicing goal setting.

When Olin went back to his graduate work at Cornell after the war, Pat became Director of Research with Kurt Salmon but the commute from DC became a problem. So Pat entered what she calls her "domestic" period teaching at Ithaca College near Cornell. When an opening came up at Wells College in Aurora, New York, she also taught there. It was a fair commute between the two. Finally, in 1949 Pat got a temporary appointment at Cornell which turned into a regular appointment.

Pat was not publishing and finally one of her colleagues on the faculty told her about "publish or perish," so she published her dissertation (Smith, 1953). Pat did not perish at Cornell; she was the first woman to get tenure, the first

female full professor, and the first female member of the graduate faculty in the endowed colleges.

In 1951 she wanted to get back to industrial consulting so she set up Cain-Smith Associates with her husband, Olin. Cain-Smith did traditional I/O consulting work such as job evaluation. They did studies on interviewing and interviewing training. In one interesting project with Link Aviation, she developed methods for encouraging creativity in their design department. In another project, they constructed a special scoring key for the *Strong Vocational Interest Blank* to select consulting engineers. She used the Engineers scale from the SVIB as a reference group. One of the selling points of her consulting was an excellent stress interview which she developed with Kurt Salmon.

In her Cornell persona she taught research methods and psychophysics. For example, she did subjective colors research at Cornell and the effects of practice on timing in motor tasks. I found it fascinating that Pat could publish in psychophysics and be an active I/O practitioner. During this time she was publishing articles such as "Ball throwing responses to photographically portrayed targets." (Smith & Smith, 1961). When I asked Pat about this dichotomy she said that she had compartmentalized her domains of I/O and psychophysics.

While at Cornell, she conducted the Cornell Studies on Satisfaction, first funded in 1959 by the Ford Foundation. From these studies came the *Job Descriptive Index* (JDI). The development of the JDI was a big project for the time with the goal of developing a series of scales to measure satisfaction on the job both within a long-term and short-term framework. A parallel series of scales was developed for retirement. The final norms for the JDI were 2,000 men and 600 women and for the Retirement Descriptive Index (RDI) 600 men and 240 women. Stratification of the JDI was by gender, individual income, education, job tenure, community prosperity, and community decrepitude. The RDI was stratified by gender, age, and income. Pat published the results of these studies in *The Measurement of Satisfaction in Work and Retirement* (Smith, Kendall, & Hulin, 1969).

In 1966 Bob Guion talked her into moving to Bowling Green State University. She now realizes that she was overloaded at Cornell. She was Chair of 13 graduate committees and served on 27 other committees. She was always the psychometrics expert so she was in constant demand.

At Cornell there was not a feeling that I/O Psychology belonged in the Arts and Sciences. At the time Bob approached her, the Psychology Department was not getting much money. It was hard to even get answer sheets for research. Her students complained to the Administration when she required them to erase answer sheets for research because she couldn't get money for new sheets. When Pat left Cornell, it triggered an exodus; nine faculty left from the thirteen faculty department.

Marvin Dunnette asked Pat to write the criterion chapter for his *Handbook of Industrial and Organizational Psychology* (Smith, 1976) because she often

talked about the issues involved in criteria. The main issue for Pat was "with rotten criteria comes invalidity." She had plenty of personal experience of this; for example, she has done 90 validation studies on sewing machine operators. From such extensive experience she has learned that big differences in studies can be a function of the population; hence she is not a believer in Validity Generalization. In her criterion chapter she developed a three dimensional framework to classify criteria. The first dimension is the time span covered; the second is the degree of specificity of the criterion; and the third is the closeness of the required decisions in relation to organizational and societal goals.

Pat has a strong orientation towards clear thinking in relation to research. For example, she is known for the sign in her office:

Have you
labeled your data decks,
labeled your tables,
read your items, and
plotted your relationships?

If not,
go away you clown
and come back later.

She published this orientation in 1986 (Smith, Budzeika, Edwards, Johnson, & Bearse, 1986) with her "clean data article" which came from students' foibles in relation to data. This article proposes 14 rules for maintaining clean data. These suggestions range from "Design responses with the future method of analysis in mind." to "Do not discard raw data!"

Pat got involved in developing the *Behaviorally Anchored Rating Scales* (BARS) when she was consulting with the National League of Nursing to improve their licensure test validation. The academic nature of the State Board exam was immediately apparent to Pat so she told the League that she could pass the State Board exam with no training. Pat made her point when they tried to call her bluff; she took the exam and passed. They then agree that they needed to get more relationships to actual job behaviors in their exam.

To develop a more behaviorally oriented exam, Pat assembled groups of nursing experts and they went through a rating of nursing skills. The idea was to measure average performance not critical incidents. To do this, Pat felt she needed observable behaviors. Pat said that it was great training for the nurses to write BARS anchors because they really had to think about the meaning of the nursing behaviors. She feels that one advantage to the BARS is that if you can't rate a behavior you have to admit that you don't know anything about it.

Pat was the first to use this behavioral anchor method but she wasn't going to publish it. Lorne Kendall, the graduate student who had worked on the project, talked her into writing up BARS (Smith & Kendall, 1963).

In a recent chapter on job satisfaction (Smith, 1992), Pat proposes a river analogy for job satisfaction, "tributary streams comparable to the facets of job satisfaction: work, pay, promotion, supervision, and coworkers . . . These tributaries in turn combine to form a major river—general job satisfaction. Together with satisfactions with marriage, family leisure, and other non-work satisfactions, it makes up the effluent into the gulf of life satisfaction (pages 8-9)."

I asked Pat what were her most satisfying streams and she listed them: 1) interpersonal; 2) pleasure in the success of former students; and, 3) when an organization implements the right plan. She has also gotten satisfaction from publishing the JDI because the data provides "between the eyes results." She said it is hard for a manager to deny low or high scores on the JDI, and for her it is satisfying when managers act on the results.

Perhaps the greater river of satisfaction marking her career is to help employees enjoy their jobs. She said, "It does people good to be happy in their jobs." In fact, she has "taken grief" because she wanted to teach her students that research is fun. Hence, her research work groups would sometimes giggle during work sessions.

Pat is still an active practitioner, she is senior partner with Ellie McCreery in Smith-McCreery Consulting and active at the Bowling Green Industrial Relations Center.

If there is a goal for an I/O psychologist, there are probably few better than to make people happy and satisfied with their work. No wonder Pat has been successful in so many waters of life.

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FELLOWSHIP COMMITTEE REPORT

Angelo DeNisi

The Fellowship process, begun last September, was completed at the SIOP luncheon in May. The Fellowship Committee consisted of myself as chair, Virginia Boehm, Art Brief, Ed Levine, Steve Motowidlo, Mary Tenopyr, and John Wanous. We reviewed a number of nominations for Fellowship, and submitted our recommendations to the SIOP Executive Committee. Based on their evaluations, five individuals were proposed for Fellowship and were ratified by the membership. Their names were then forwarded to APA (and/or APS) for their consideration. Please join me in congratulating our new SIOP Fellows:

KEVIN FORD—Cited for his significant contributions in the area of performance appraisal, and especially for his work that has "redefined the issues to be examined in the area of training," and which has provided a "fresh, new perspective on the field of training and training evaluation."

LINDA GOTTFREDSON—Cited for her significant contributions to the measurement of individual differences, especially relative to racial and ethnic minorities, which has been called "perhaps the best statement of the scientific, political, social, and ethical issues wrought by such differences."

JOYCE HOGAN—Cited for her significant contributions to the establishment of physical requirements at work and the measurement of physical abilities, which have been described as representing "the scientist-practitioner in the truest sense — significant contributions to the empirical and theoretical literatures, and the clear ability to bring good science to practice."

SARA RYNES—Cited for her significant contributions in the area of compensation, and especially in the area of recruitment where her concern with the job seeker has been said to "redefine recruitment research," and which has been cited as "contributing to a more holistic view of the recruitment process, correcting the over-compartmentalization which she described so well."

VICKI VANDAVEER—Cited for her significant contributions in the areas of performance appraisal, selection, and employee development, where she has been said to be "extremely influential among practitioners, as well as academicians, who often turn to her for the practitioner view," and for which she has been characterized as "someone who gets things done and always lives by high ethical standards."

An Ethics Code for I/O Psychology: For What Purpose and At What Cost?

Rodney L. Lowman
The Development Laboratories

I read with a mixture of bemusement, frustration, and (ultimately) cautious optimism Seberhagen's (1993) call for consideration by SIOP of creating its own ethics code. Certainly I/O psychologists' interest in ethics is a laudable turn of events, but before creating a new code just because statisticians now have one, consider the following.

First, is there a need? If I/O psychologists primarily identify as psychologists (and I, for one, still proudly maintain psychology as my primary professional allegiance and identity), then we need to ask whether there is something wrong with the ethics code of the American Psychological Association (APA) as a guideline for ethical behavior by I/O psychologists? (*SIOP members who belong to APS, but not APA, are not covered by the APA ethics code—Ed.*) In the recent major revision of the APA code, I tried, with limited success, to get SIOP members to address several features of the proposed new code I felt were inadequate for the practice of I/O psychology. While many of the changes in the previous version of the code concerning the practice of clinical psychology were long overdue, the need to create better principles related to the non-testing aspects of I/O psychology practice would have benefitted from much more attention. I found APA representatives more than willing to listen to the I/O concerns and to attempt to reach some sort of resolution on the concerns. The existence of the proposed revision of the APA document was widely publicized over many months, yet there was little response—organized or otherwise—on the part of I/O psychologists to shape this document. Will an internal document generate any greater interest?

Secondly, who will enforce a SIOP ethics code? Having served on the Ethics Committee of the American Psychological Association a few years ago, I saw first hand the enormously complex and expensive undertaking required to enforce a professional code of ethics, particularly so in today's litigious environment in which it can reasonably be expected that nearly every decision of an ethics panel will likely be appealed (or litigated). Though a minuscule fraction of the membership of the American Psychological Association ever comes before the scrutiny of APA's Ethics Committee, those who do often consume huge amounts of resources. And, almost by definition, someone (the complainant or the complaine. in ethical committee parlance) is *always* unhappy with the result. The investment of unpaid labor (amounting, for APA

Ethics Committee members, to a day or so a week on average) is also not insignificant, at least for a large professional association.

While few ethics cases during my tenure on the APA Ethics Committee involved I/O psychologists, nonetheless a new ethics code by SIOP is meaningless except as an aspirational document unless it is tied with the power to influence outcomes, i.e., enforcement. Moreover, courts may require a codified set of "rules and procedures" for upholding a professional society's ethical enforcement mechanisms (see Ethics Committee of the American Psychological Association, 1992). A society of a few thousand persons may find the costs of developing and implementing such procedures prohibitive. (And how, incidentally, does one file an ethics complaint against a member of the American Psychological Society?)

Third, who will pay to create the new code? The costs of creating a new code should not be underestimated. The American Psychological Association (APA) just completed a major revision of its ethics code (APA, 1992). This multi-year project was a substantial undertaking; the approval process was even more painstaking. Do the funds exist to create such a document; is that the best use to which they can be put?

Fourth, why not use (and modify) what we've got? While there is certainly no reason in principle that SIOP could not have its own code of ethics or supplement to APA's (or some other group's) code, why reinvent what is already in place? APA's ethics code and enforcement mechanisms are widely regarded as worthy of emulation by a variety of professional groups and associations and for good and well-deserved reasons. Why not try first to make APA's code better and more accessible to I/O psychologists?

So, instead of a new ethics code for SIOP, here is *an alternative proposal*:

1) *A Revised Ethics Casebook*—The I/O Ethics Codebook (Lowman, 1985). a SIOP Professional Affairs Committee project of several years ago, definitely needs updating. Such a document should be alive and timely, as the document's preface laid out in the 1985 version. Further, when we created the document, most of the cases on which we could reach consensus were rather straightforward ones. We now need a new casebook (or a part 2) updating references to current ethical principles and standards, with more complex cases. Such a casebook could also cite relevant standards of practice from non-psychology sources, even, one presumes, the ethics standards for statisticians.

2) *More Active Participation in APA Ethics Committees Revisions by SIOP Members*—The current APA ethics code and its predecessors, flawed though all such documents may necessarily be, contains much that is admirable. SIOP's input in future revisions would greatly be welcomed by APA, but not when it is after-the-fact or merely (plainly false) bellyaching about APA's code and interests being relevant only to clinicians. Clinical and counseling psychologists, who in numbers dominate APA, are not malevolently intended

when they overlook I/O concerns. But they do need to be reminded repetitively that all psychology does not involve mental health concerns.

3) *A Greater Willingness to Identify and Confront Unethical Behavior* As a practitioner as well as an academic, I encounter more ethically questionable practices among persons practicing in competitive circumstances than among I/O psychologists who research and teach. (But why is it when certain academics enter the consulting arena, some suddenly forget what they presumably have been teaching their students about proper ways to behave as an I/O psychologist.) The operative word here, perhaps, is "competitive." Some recent examples from the real world of practice include: a) mischaracterization of one's competitors' work or orientation in an effort to sell one's own firm's services, b) entering a case as an expert witness and then attempting actively to market one's own services in related areas while using the expert's perch to criticize, often with limited information, other's work, c) advising an organization to administer tests without regard to time limits or standard administration procedures to assist in reaching a company's goal of increasing the pass rate of a protected class and d) releasing, expressly against a test publisher's copyright policy, copies of tests to non-test-user-qualified legal personnel. Too often we avoid confronting such behavior, writing it off, "letting the market take care of the problem." Make no mistake: persons confronted with possible violations of ethics principles generally do not take kindly to being advised by a colleague of concerns about ethics. The exceptions are the ethical ones: they welcome the feedback and strive to understand, clarify, and/or change the situation.

In short, SIOP, like any other professional association, is welcome to create its own "new" ethics code, though it is unlikely that, when all the monies and the talk are expended, the code will be that much different or better than ones already existent. But such an enterprise should be undertaken with eyes as well as wallets and pocketbooks open and with a great tolerance for long-term litigation, if *enforcement* through SIOP is a parallel goal. Simpler, and possibly more appropriate, mechanisms exist to remedy the ethical concerns of I/O psychology in the (hopefully accurate) case that I/O psychologists still wish to be part of the profession of psychology.

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CIVIL RIGHTS ACT AND SUBGROUP NORMING

Dianne C. Brown
APA Science Directorate

SIOP members met with Equal Employment Opportunity Commission (EEOC) staff in April to offer subject matter expertise on the issue of subgroup norming. Although they have no specific timeframe, EEOC staff anticipate drafting policy guidance on the Civil Rights Act of 1991, which prohibits subgroup norming or within-group scoring. Section 106 of the Act states, "It shall be an unlawful employment practice . . . to adjust the scores of, use different cutoff scores for, or otherwise alter the results of employment related tests on the basis of race, color, religion, sex or national origin.

The impetus for section 106 was the public fervor over the Department of Labor's General Aptitude Test Battery (GATB) which, in the strictest interpretation, applies to personality assessments as well as cognitive tests. This has left many psychologists, test developers and employers wondering about the legality of using personality tests that have separate gender norms. Interestingly, EEOC reports that most of the inquiries they have received on this issue have been with regard to physical abilities tests.

Paul R. Sackett, Ph.D. and Robin E. Inwald, Ph.D. provided EEOC staff their expertise on subgroup norming, largely on personality assessment and cognitive testing in employment selection. Dr. Inwald, who has developed both separate and combined gender norms for her personality instruments that are used for selection, discussed the differences between the two different norming methods in terms of prediction accuracy. According to Dr. Inwald, "For some performance measures, prediction accuracy may be compromised in using combined gender norms. This may be especially true for high risk positions when the very traits you want to measure manifest so differently between males and females." Dr. Sackett, who served on the National Academy of Science's Committee on the GATB, presented conclusions regarding cognitive tests that emerged from NAS's study, as well as some differing perspectives on subgroup norming.

EEOC staff who are working on policy guidance believe that congressional intent, which guides their interpretation of legislation, was to prohibit subgroup norming only for cognitive abilities tests. Personality tests and physical abilities tests were never considered by framers of the bill. The challenge is in distinguishing between the different kinds of tests (cognitive, personality and physical abilities) in terms of rationale for using subgroup norms. EEOC staff are exploring their options to comply with congressional intent, but to allow

subgroup norming for personality tests and physical abilities tests. One of the approaches they will explore is the use of sliding bands.

Dr. Sackett offered a recommendation that policy guidance might focus on allowing subgroup norming only when it would improve the accuracy of measurement and/or accuracy of prediction of a test. "If one interprets the terms in section 106, 'on the basis of' to mean *only* on the basis of race, color, sex, etc., subgroup norming could be allowable when it is done in the interest of improving accuracy and/or validity. Then the basis for using the method is improving accuracy." Dr. Sackett is also writing a white paper on this topic, commissioned through APA's Science Directorate.

APA will continue to work with SIOP members to provide technical guidance to EEOC on these matters. Any policy guidance issued by EEOC will not be published in the Federal Register and open for public comment.

Report of the Scientific Affairs Committee

Kevin R. Murphy

Over the last year, the Scientific Affairs Committee has completed three projects. First, the Society for Industrial Psychology of South Africa approached SIOP for permission to adapt key features of the *SIOP Principles for the Validation and Use of Personnel Selection Procedures* for distribution in South Africa. They proposed some minor modifications to correspond with testing practices in South Africa; our committee had the task of evaluating the proposed changes and determining whether they would affect the interpretation of the *Principles*. On the basis of our report, the SIOP executive committee approved their request; the South African *Guidelines for the Validation and Use of Personnel Selection Procedures* are modeled on our *Principles*, with appropriate acknowledgment of SIOP as a source for the development of their technical standards.

Second, SIOP was asked to comment on a report published in the Division 5 newsletter (*The Score*) on implications of the Americans with Disabilities Act for psychological testing. Our comments will be published in an upcoming issue of *The Score*.

Finally, the Scientific Affairs Committee was asked to prepare a report on scientific and technical issues involved in race norming. The Civil Rights Act of 1991 specifically forbids the adjustment of test scores, the use of different cutoff scores, or other adjustments to employment tests on the basis of race, color, religion, sex, or national origin. Depending on the interpretation of the

act, this provision could be limited in scope (e.g. banning the use of separate race norms on the GATB) or it could affect a wide range of tests and assessment procedures (e.g. personality and interest inventories, biodata scoring systems) that were probably not considered when the Act was written. Our report suggests "test score adjustments" be specifically defined, that adjustments that increase the validity and usefulness of the test without increasing adverse impact be permitted, and that the use of separate norms of test score adjustments in tests that are used for individual counseling (as opposed to institutional decision making) be allowed. The text of our report will be published in a subsequent issue of **TIP**.

SIOP Task Force on Ethnic Minority Participation

Jeffrey J. McHenry
Seattle Pacific University

Loriann Roberson
Arizona State University

For the past 18 months, the SIOP Task Force on Ethnic Minority Participation has been studying ways to increase the participation of ethnic minorities in the Society and to make the Society more responsive to the needs of ethnic minority I/O psychologists. This investigation has focused on the following three "career stages" in the life of an I/O psychologist:

- recruitment into an I/O psychology graduate program
- graduate school advancement and graduation
- membership and participation in SIOP

Members of the Task Force—**Marcie Andberg, Greg Dobbins, Mirian Graddick, Darrell Harvey, Ramon Henson, Peter Hom, Wayne McCullough, Mavee Park, Juan Sanchez, and Lois Tetrick**—led roundtable discussions at SIOP and APA conferences, interviewed SIOP members, spoke with academic deans and recruiters and leading I/O practitioners, gathered information from APA and other professional societies, and analyzed SIOP membership and demographic data. The result of these efforts was a set of eight recommendations which were presented to the SIOP membership during a panel discussion at the recent SIOP Conference in San Francisco and to the SIOP Executive Committee at their meeting following the Conference.

The recommendations were:

1. Develop a brochure and video for recruiting high school and undergraduate students into I/O psychology. The video should feature whites and minorities, and women and men. The video should describe the career actions available to I/O psychologists, and it should talk about the positive things that I/O psychology is doing to promote diversity.
2. Create a volunteer force of SIOP members (including student members) who would be willing to make "recruiting" visits to high school and college campuses during the year. During these recruiting visits, volunteer force members would talk about career opportunities in I/O psychology (the new brochure and video might help!) and educate students about how to prepare themselves for I/O and OB graduate programs. Special efforts would be made to arrange recruiting visits to schools with high percentages of minority students and no I/O faculty in their psychology department.
3. Create an internship network or electronic bulletin board that students and employers can use to "find each other." Make sure the bulletin board is readily accessible to all who are interested in using it, including undergraduate and graduate students and employers. Make sure that undergraduate students who are attending colleges with a high percentage of minority students and no I/O faculty are familiar with the bulletin board, and encourage those interested in an I/O career to use the board to try to find internships.
4. Develop a set of suggestions for recruiting, retaining, and graduating ethnic minority I/O and OB graduate students. Distribute these suggestions to all I/O and OB graduate programs.
5. Create an electronic bulletin board that will help undergraduate and graduate students identify researchers with similar research interests. (This recommendation is in response to the minority graduate students who indicated that they often had a hard time finding faculty at their schools who were interested in the topics that the students wanted to research. An electronic bulletin board may help them find encouragement, support, and mentors at other schools or in government or private industry.)
6. Conduct a survey of SIOP members, affiliates, and student members so we know where we stand with respect to minority membership and participation in SIOP activities. Include questions on the survey to assess satisfaction with SIOP and identify the services that members from different backgrounds want SIOP to provide.
7. Increase the visibility of minorities at the SIOP conference. Encourage greater minority participation in the program, and encourage minorities to submit proposals to serve as SIOP workshop leaders.

8. Ensure minority participation on all SIOP committees, including the Executive Committee. Identify minority members who are not currently serving on committees and recruit them to serve.

Task Force members also expressed concern that so few minorities who receive their Ph.D.'s opt for a career in academia. With so few minority faculty members it is not surprising that many minority graduate students report that they have difficulty finding a mentor. The Task Force suggested that SIOP try to identify ways to encourage more minorities to pursue academic positions and careers.

Approximately 60 people attended the panel discussion at the SIOP conference where the Task Force's recommendations were presented. Most supported the recommendations, but felt that there were additional things that SIOP could and should be doing to promote diversity. In particular, they were concerned that the Task Force had not paid enough attention to some of the unique problems that minority graduate students encounter. They suggested that the Task Force continue to study ways of promoting opportunities for minorities in I/O psychology and SIOP.

The Executive Committee also supported the Task Force's recommendations. They asked the Task Force to work with SIOP's standing committees (e.g., the Membership Committee, the Program Committee, the Continuing Education and Workshop Committee, the Education and Training Committee, and other relevant committees) on implementing the eight recommendations. In addition, the Executive Committee directed the Task Force to continue its investigations and to make additional recommendations on how SIOP can be more responsive to the needs of ethnic minorities.

During the next few months, the Task Force will re-organize so it can handle its new and continuing assignments. We will add new members to the Task Force, we will be looking for volunteers to help with our work, and we will continue to study diversity and make recommendations to the SIOP Executive Committee. If you are interested in helping the Task Force, or if you want to share your concerns and suggestions with the Task Force, please contact Loriann Roberson (602-965-7571).

Joint NSF/Private Sector Research Opportunities Initiative Announcement

DESCRIPTION

The Decision, Risk, and Management Science (DRMS) Program in the Division of Social, Behavioral, and Economic Research (SBER) of the National Science Foundation (NSF) is sponsoring a Joint NSF/Private Sector Research Opportunities Initiative. Under this initiative, DRMS will match private sector support for qualifying research projects for one or two years up to \$75,000 per year.

This initiative advances the mission of DRMS, to support research which is **grounded in theory** but has an **operational component**. It is designed to encourage theory building through applied studies in private sector settings. The private sector offers ideal settings for modeling operational and managerial processes, risk management, and decision-making in organizations.

Interaction between the academic community and the private sector will benefit both parties. All participants will have an opportunity to develop new approaches to problems based on state-of-the-art methodologies and innovative research partnerships. University researchers and educators will benefit from exposure to the problems private sector organizations currently face. This initiative also advances the broad DRMS objective of supporting research for the purpose of increasing the understanding and effectiveness of problem solving, information processing, and decision-making by individuals, groups, and organizations.

Proposals submitted under this initiative differ from proposals normally submitted to DRMS because the Principal Investigator (P.I.) will be supported by two sources of funding. One source will be DRMS/NSF and the second will be a Cooperating Organization. The Cooperating Organization will be required to name a key contact person who must actively participate in the development of the proposal and also in the conduct of the research. A letter of support from the Cooperating Organization for the proposed research must be submitted with the proposal.

Problems to be studied include, but are not limited to, topics in the areas of operational control, management systems, and strategic planning. Topics can range from production, manufacturing, and marketing problems facing industrial firms and service organizations, to the role of decision analysis and decision support systems in improving the way individuals and groups make choices under conditions of risk and uncertainty. The topic should be of general interest to the research community, but still relate to a specific problem facing the Cooperating Organization.

PROPOSAL EVALUATION

In **Grants for Research and Education in Science and Engineering** (NSF 92-89, Pp. 16-17), the National Science Foundation lists four general criteria for the selection of research projects: 1) research performance competence; 2) intrinsic merit of the research; 3) utility or relevance of the research; and 4) the effect of the research on the infrastructure of science and engineering.

Research supported by DRMS should address social, behavioral, or organizational aspects of operational processes and decision making. Research should: (a) have relevance to an operational context, (b) be grounded in theory, (c) be based on empirical observation or be subject to empirical validation, and (d) be generalizable. Even though a single project may not satisfy all these characteristics, its contribution toward these ends must be clear. Research should be feasible given the likely level of funding.

GRANT ADMINISTRATION

Budgets

If a grant is approved under this program, the grantee is given a base award of up to \$25,000. NSF may then agree, upon evidence of contributions from the Cooperating Organization in the first year of the grant, to match the Cooperating Organization's contributions which exceed \$25,000 at a rate of \$1 for every \$1 contributed by the Cooperating Organization, up to a maximum of \$50,000. Hence if the Cooperating Organization contributed \$75,000 to the project for the first year of the grant, NSF may give the grantee an award of \$50,000 in addition to the base award of \$25,000. Thus the grantee could receive a maximum of \$75,000 from NSF during the first year. If the Cooperating Organization contributed \$30,000 for the first year, the grantee could receive a total of \$30,000 from NSF, consisting of the base of \$25,000 plus an additional \$5,000. If the grant is awarded for two years, then during the second year of the grant, NSF may match the Cooperating Organization's contributions for the second year of the project at a rate of \$1 for each \$1 contributed by the Cooperating Organization, up to a maximum of \$75,000.

NSF reserves the right to award the grant for either one or two years. Two year awards must submit a progress report to DRMS at the end of the first year. Second year funding will be conditional upon satisfactory progress.

PROPOSAL SUBMISSION

Annual target dates for the submission of proposals under this initiative are January 15th and August 15th.

Eighteen (18) copies of the proposal should be sent to: **Announcement No 92-136, National Science Foundation PPU, 1800 G Street NW Room 233, Washington, DC 20550**

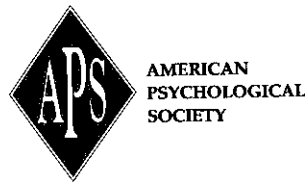
DRMS PROGRAM INFORMATION

For additional information, request progress announcement NSF 92-136 or you may contact the DRMS Program Office for information on other programs.

Decision, Risk, and Management Science Program
Division of Social, Behavioral, and Economic Research
National Science Foundation
1800 G Street, N.W., Room 336
Washington, DC. 20550

SIOP-APS Connection

Lee Herring
American Psychological Society



Human Capital Initiative. The APS-coordinated Human Capital Initiative (HCI) is receiving center-stage attention in the National Science Foundation's fiscal year 1994 budget request. The budget proposal calls for 20 percent of the increase in social and behavioral basic research in NSF's supplemental budget to be directed to support HCI projects. This unprecedented expression of support for the behavioral and social sciences by NSF would extend necessarily to the Changing Nature of Work ("Productivity in the Workplace") initiative developed at this past September's HCI workshop in Washington, DC. At that workshop, some 30 psychologists from a wide variety of scientific backgrounds and organizations (including SIOP) developed a national research agenda in the area of worker productivity. Contact SIOP member **Milton D. Hakel**, HCI Coordinating Committee Chair, at Bowling Green State University for more information on the "Productivity in the Workplace" component of the HCI.

The productivity of older Americans was one of four major priorities identified at the HCI-spawned "Vitality for Life" workshop which was convened to develop a national research agenda in the area of aging. This second HCI workshop (see information on first workshop in paragraph above) was held in

the spring in northern Virginia and brought together some 30 experts from 25 organizations to develop publicly and privately fundable research projects and ideas. The meeting was co-convened and co-funded by APS, the American Association for Retired Persons, the American Psychological Association, and the National Institute on Aging, and the National Institute of Mental Health. For more information about this initiative, contact Workshop Co-Chairs Denise Park, University of Georgia, or John Cavanaugh, Bowling Green State University. For general information about the HCI, contact APS.

Election Results. Marilynn B. Brewer, Director of the Institute for Social Science Research at UCLA, has been elected President for a two-year term, beginning in June, to succeed Gordon Bower of Stanford University. Brewer was a founder of APS and has been active in APS as chair of the Graduate Education Committee. She has most recently been involved as chair of the Steering Committee for the APS-sponsored Accreditation Summit meeting. Brewer expresses her interest in promoting applied psychology in an extensive interview in the May 1993 APS Observer newsletter.

Elected for four-year terms to the APS Board of Directors were Kay Deaux, Professor of Psychology at The Graduate Center of the City University of New York, and Richard Weinberg, Professor and Director of the Institute of Child Development at the University of Minnesota. These two new Members-At-Large replace outgoing members Bonnie Strickland and Nancy Cantor.

APS bylaws revisions were also approved overwhelmingly by the APS membership. The majority of the changes to the bylaws were refinements that clarify various ambiguities remaining from the early days of APS's founding. The most significant change relates to the term of the President. The bylaws now establish a three-year cycle for the President's term including one-year each in service as President-Elect, President, and Past-President. The vote on the bylaws fulfills a stipulation in the original bylaws that called for a careful and thorough review five years after their establishment.

Additional Information. For further information about APS, including membership application forms, contact: **APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907, TEL: 202-783-2077, FAX: 202-783-2083, Bitnet: APS@APS, Internet: APS@BITNIC.EDUCOM.EDU.**



Calls and Announcements

Awards and Fellowships

APA invites applications for its *1994-95 Congressional Fellowship Program*. The program sponsors three psychologists to serve as special legislative assistants on the staff of a member of Congress or Congressional committee. The APA Fellowship program is intended to encourage more effective use of scientific knowledge in government, and to broaden the perceptions of the research, practice and governmental communities about the value of psychology-government interaction.

Prospective Fellows must demonstrate competence in scientific and/or professional psychology, display sensitivity towards political issues, and have a strong interest in applying psychological knowledge to national issues. An applicant must be a Member of APA (or an applicant for membership) and have a doctorate in psychology, with a minimum of two years post-doctoral experience preferred. APA will sponsor three Fellows for a one-year appointment beginning September 1, 1994. One award will be for a Senior Congressional Fellowship. Applicants for this position must have a minimum of ten years of post-doctoral experience. The Fellowship stipend is \$36,000 plus \$2,500 for relocation to the Washington, D.C. area and for travel expenses. A stipend supplement of \$10,000 is applied to the Senior Fellowship position.

Interested psychologists should submit the following materials: (1) detailed vita; (2) a statement of approximately 1000 words addressing the applicant's interest in the Fellowship and career goals, contributions the applicant believes he or she can make as a psychologist to the legislative process, and what the applicant wants to learn from the experience; and (3) three letters of reference specifically addressing the applicant's ability to work on Capitol Hill as a special legislative assistant. Deadline for receipt of materials is November 15, 1993.

Application materials should be sent to: **APA Congressional Fellowship Program, Public Policy Office, American Psychological Association, 750 First Street, N.E., Washington, DC 20002-4242 (202) 336-6062.**

The Psychology of Men

The Society for the Psychological Study of Men and Masculinity (SPSMM) was founded at the 1990 APA convention in Boston, MA. SPSMM exists to bring together psychologists (both academics and practitioners) working in the area of the new psychology of men and men's studies. Over the last two years,

SPSMM has presented over 20 programs at the APA conventions and will present nine programs at the 1993 convention in Toronto. SPSMM will have a hospitality suite in Toronto to greet new members and to hold meetings and programs. The organization has its long term goal of creating a new APA division: The Psychology of men. You can receive an application form for SPSMM by writing **Dr. Ron Levant, 1093 Beacon Street, Suite 3C, Brookline, MA 02146**. If you support the development of a new division of the psychology of men, indicate in your letter that you request "the establishment of an APA Division on the Psychology of Men and agree to become a member of such a division and to have a continuing interest in the division if it is established. Also, indicate your membership status in APA.

ANNOUNCEMENT OF RESEARCH SUPPORT for the STRONG INTEREST INVENTORY

Stanford University Press, Consulting Psychologists Press and the Strong Research Advisory Board are soliciting research proposals that will extend theory and/or applications of the *Strong Interest Inventory*. Funding is available for direct support and for materials and scoring. Submission deadlines for 1993 are January 1 and July 1. For proposal guidelines contact: **Director of Research, Consulting Psychologists Press, P.O. Box 10096, Palo Alto, CA 94303. Telephone: (800) 624-1765, extension 119, FAX: (415) 969-8608.**

ANNOUNCEMENT OF RESEARCH SUPPORT for the MYERS-BRIGGS TYPE INDICATOR®

Consulting Psychologists Press and the MBTI® Research Advisory Board are soliciting research proposals that will extend knowledge of the validity of the MBTI assessment tool. Funding is available for direct support and for materials and scoring. Submission deadlines for 1993 are May 1 and November 1. For proposed guidelines contact: **Director of Research, Consulting Psychologists Press, P.O. Box 10096, Palo Alto, CA 94303. Telephone: (800) 624-1765, extension 119. FAX: (415) 969-8608.**

RUNNING PSYCHOLOGISTS MAPLE LEAF RUN

5K—Ward's Island in Lake Ontario—Monday, August 23rd—7:30 a.m.

This year's APA Rat Race celebrates 180 years of Canadian-American friendship and cooperation. The race will be administered by the Toronto Olympic Sports Club. Ward's Island is a picturesque, untrafficked spot located in the lake directly behind the Westin Harbour Castle Hotel. A ferry connects the island and the mainland. Cost for the ferry is \$2.75 round trip. \$1.50 for senior citizens and \$1.00 for undergraduate students and children. The first

ferry is at 6:35 a.m., the next at 7 a.m. The trip takes about 10 minutes. Ferries return to the mainland at half-hour or 45-minute intervals all morning beginning at 6:45 a.m.

The entry fee is \$10 for members of Running Psychologists and Division 47—\$12 for non-members. Entrants will receive a collared Maple Leaf Run sport shirt, and post-run breakfast and a chance to win an age division trophy, at least two places deep in age divisions thru age 70.

Only pre-registrants are guaranteed a Maple Leaf shirt. On-site convention registration August 20-22 will be at the APA Division Services booth in the Metro Convention Centre or at the Running Psychologists business meeting in Room 202C in the Metro Convention Centre on Saturday, August 21st from 9 to 9:50 a.m.

Entry blanks can be obtained from the RP secretary-treasurer, **Don Johnson, Special Services, Iowa Lakes Community College, Estherville, Iowa 51334, or RP president Gene Levitt, Indiana University Medical Center, RI 3506, Indianapolis, IN 46202-5200.** Completed entry forms with check made out to Running Psychologists should be sent to Don Johnson.

THE FLORIDA STATE UNIVERSITY SYMPOSIUM ON ATTRIBUTION THEORY

On June 4 and 5 of 1994 the College of Business at Florida State University will host an International Symposium on Attribution Theory. The purpose of this conference is to provide an in-depth forum for the discussion and dissemination of both theory and research describing the nature and role of attribution processes in organizational contexts. The contexts would include but not be limited to the dynamics of leader/member relations, the evaluation of individual and organizational performance, and the attributional reactions of individuals to organizational variables such as structure, technological innovation, and job characteristics.

Four copies of your paper conforming to *Academy of Management Journal* guidelines should be submitted by **December 1, 1993**. All submissions will be blind reviewed by at least three reviewers. The papers from the conference will be published in an edited book by St. Lucie Press Corporation. For further information about the conference and submission guidelines, please contact **Mark J. Martinko, Department of Management, College of Business, Florida State University, Tallahassee, Florida 32306. Phone: 904-644-7846.**

THE AMERICANS WITH DISABILITIES ACT AND RELATED CANADIAN LEGISLATION: IMPLICATIONS FOR PSYCHOLOGISTS

*Two-hour Continuing Education Program at the APA Annual Convention,
Toronto Sunday, August 22, 1993, 9:00 AM—10:50 AM*

Co-sponsored by the APA Division of Rehabilitation Psychology (22), the APA Division of Industrial Organizational Psychology (14), and the APA Committee on Disability Issues in Psychology.

Topics include: Non-discrimination Legislation and Policies to Protect Persons with Disabilities in Canada; Implications of the Americans with Disabilities Act of 1990 for the Practice of Psychology; Non-discrimination for Persons with Disabilities: A Canadian Perspective on the role of Advocacy Organizations; The Implications of the ADA for Training of Psychologists.

A New Publication Outlet for Organizational Research Methods Articles: The Research Methods and Analysis Section of the Journal of Management

The Journal of Management is pleased to announce that a new section on organizational research methodology has been established. The Research Methods and Analysis section is designed to bring relevant methodological developments to the attention of a broad range of researchers working in areas represented within the domain of the Academy of Management and/or the Southern Management Association. An important goal of the section is to promote a more effective understanding of current and new methodologies as applied in management research.

Several types of articles are appropriate for the Research Methods and Analysis section. One type of article addresses questions about existing quantitative and qualitative methods and research designs currently used by management researchers, and may involve a comparison of alternative available methods. Articles of this nature should focus on the relative strengths and weaknesses of the analytical technique(s) presented. A second type of article demonstrates new applications of existing quantitative or qualitative methods to substantive questions in management research. The manner in which the new applications advance understanding of management research should be addressed with these articles. Finally, a third type of article introduces methodological developments or techniques from other disciplines to management researchers. For these articles, the relative advantages of the new techniques should be clearly discussed. Articles which do not fit these three categories may be submitted to the Research Methods and Analysis section, as long as they are written in a manner consistent with the objectives stated above.

The Research Methods and Analysis section will appear in all regular issues of the Journal of Management. To submit a manuscript for review for this section, follow the procedures for manuscript submission as published in the Journal of Management and send 4 copies to: **Dr. Larry J. Williams, Consulting Editor, Journal of Management, Krannert Graduate School of Management, Purdue University, West Lafayette, IN 47907.**

Research Methods and Analysis Editorial Board

Philip Bobko, Rutgers University
Jennifer George, Texas A & M University
Robert Gephart, University of Alberta
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Jerald Greenberg, Ohio State University
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Edward Kemery, University of Baltimore
Lawrence Peters, Texas Christian University
Craig Russell, Louisiana State University
Eugene Stone, State University of New York at Albany

APA DIVISION 5 ANNOUNCES PRE-CONVENTION WORKSHOPS MEASUREMENT, STATISTICS, EVALUATION, ASSESSMENT

WORKSHOPS A Theory and Applications of Score Equating, Neil Dorans; B-Personality Assessment in Non-Psychiatric Groups-The Million Index of Personality Styles, Theodore Millon, Lawrence Weiss; C-Assessment of Crystallized and Fluid Intelligence on the Kaufman Adolescent and Adult Intelligence Test at Ages 11 to 90 Years, Alan and Nadeen Kaufman; D-Applications of Hierarchical Linear Models in Psychological Research, Stephen Raudenbush, Anthony Bryk; E-Screening for Cognitive Impairment, Edith Kaplan, Douglas Powell, Mark Ledbetter.

All workshops are scheduled for August 19th; \$40/75 for one/two workshop(s). For further information see published abstracts and announcement in *The Score*, or contact: Mary Schratz, 4100 Parkside Place, Carlsbad, CA 92008, (619) 434-8380.

TECHNOLOGY AND CROSS-NATIONAL CHALLENGES

Studies in Technological Innovation and Human Resources (TIHR) is a bi-annual series of books, published by de Gruyter (Berlin and New York), that brings together research, critical analysis, and proposals for change in the fairly new and highly important field of technological innovations and how they affect people in the workplace. Technology includes agricultural technology, biotechnology, computers, information systems, space technology, telecommunications, computer-aided design and manufacturing, artificial intelligence and other related forms.

Volume 5, **TECHNOLOGY AND CROSS-NATIONAL CHALLENGES**, will include papers that are international, interdisciplinary, theoretical, empirical, macro and micro but, most importantly, **INTERESTING!**

Each manuscript must conclude with a section entitled **IMPLICATIONS FOR RESEARCH AND MANAGEMENT**. As well, the paper's relationship to the subject of **TECHNOLOGY AND CROSS-NATIONAL CHALLENGES** must be clear.

Papers must conform strictly to the APA (American Psychological Association) style guide (3rd Edition) and should be approximately 40 pages in length.

DEADLINE FOR SUBMISSION IS AUGUST 1, 1993.

For more information or to submit, please send five copies of your manuscript to: **Urs E. Gattiker, Editor, Technological Innovation and Human Resources, Faculty of Management, The University of Lethbridge, Lethbridge, Alberta, CANADA T1K 3M4. E-Mail: GATTIKER2@HG.ULETH.CA, PHONE: (403) 320-6966, FAX: (403) 329-2038.**

TECHNOLOGY STUDIES (TS)

Technology Studies (TS), a multidisciplinary journal scheduled for publication by **Walter de Gruyter (Berlin & New York)** in 1992, will study technological innovation, work processes, adaptation, quality of work life in a technological environment and the role of technology in society.

TS will provide a forum for *diverse views from various disciplines*. Topics for articles to be published may include: effective strategies for R&D investment and management; environmentally benign technology; technology and waste/energy management; locating and integrating existing technologies to improve current operations; attracting skilled technologists/managers and maintaining a human resource base for technological innovation; methods appropriate to the study of technology.

Each manuscript must have a concluding section entitled **IMPLICATIONS FOR RESEARCH AND MANAGEMENT**. As well, the paper must clearly relate to the subject of **TECHNOLOGY**.

Please submit *five copies* of your manuscript to: **Urs. E. Gattiker, Editor, Technology Studies, Faculty of Management, The University of Lethbridge, Lethbridge, Alberta CANADA T1K 3M4; FAX: (403) 329-2038; Phone (403) 320-6966 (MST); E-Mail: GATTIKER3@HG.ULETH.CA** accessible through Bitnet and Internet, or via CompuServe by using Internet: **Gattiker3@hg.uleth.ca** as the address.

Scanlon Group Hires New President

LANSING, Mich. (May 25)—The Scanlon Plan Associates has named Paul W. Davis as its first full-time president. In his new capacity, Davis will coordinate the association membership's developmental, networking, research and outreach programs.

The Scanlon Plan Associates is a nonprofit association committed to improved understanding and application of the Scanlon Plan. The Scanlon process achieves organizational productivity, quality, continuous improvement and human self-fulfillment through participative management.

Paul Davis has more than 10 years of experience in human resource management. As head of his own consulting firm, he provided counsel and training services to a number of leading companies and training services to a number of leading companies and government agencies. As an executive at the GMI Engineering and Management Institute, he created and headed the Management Development Center. He holds a Master's degree in Labor and Industrial Relations from Michigan State and is a candidate for a PhD in Management from the University of Bradford in England.

"Paul will add both quality and quantity to our programs in organizational development," said Walter G. Cox, Jr., chairman of the board of Scanlon Plan Associates. "Hiring a full-time president evidences our members' strong commitment to strengthening our programs and services in support of the Scanlon Plan." Cox is president of Xaloy Inc., Pulaski, Va., one of the association's member organizations.

The membership includes some of the most admired companies and organizations in North America. They come from the fields of manufacturing, healthcare, communications and distribution.

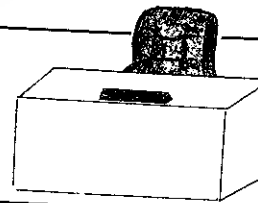
Four member organizations are recognized in the latest edition of the book, "The 100 Best Companies to Work for in America," and two are included in the top 10.

Advertise in the Convention Program

If you have a product, service, or position opening, advertise in the source that reaches most of your colleagues. Contact:

**SIOP Administrative Office
657 East Golf Road, Suite 309
Arlington Heights, IL 60005**

Phone: 708-640-0068



Positions Available

TEST RESEARCH ANALYST. The NYS Department of Labor test research center is seeking a test research specialist. Responsibilities include writing test research proposals, preparing research designs, collecting and analyzing data, and writing reports of research relating to U.S. Employment Service tests. These tests include aptitude, literacy and skills tests, and interest measures. Knowledge of SPSS/PC, IRT, and excellent communication skills required. Experience in test development and validation preferred. Will consider recent Ph.D. with strong psychometrics background. Some travel required. Salary mid \$40's plus NYS benefits. Minorities and women encouraged to apply. Send resume to: **Albert Vega, EARDC, One Main Street, Rm 1012, Brooklyn, NY 11201.**

VISITING FACULTY POSITION. Tulane University is seeking a visiting professor or lecturer for the Spring semester of 1994. We would particularly like to hear from Industrial/Organizational psychologists who anticipate being on sabbatical leave for the Spring 1994 semester. (Note: Mardi Gras and Jazz Fest take place in the Spring.) Send statement of interest and curriculum vita to: **Michael J. Burke, Department of Psychology, Tulane University, 2007 Stern Hall, New Orleans, LA 70118. Phone: (504) 865-5331. FAX: (504) 862-8744.** Tulane University is an Equal Opportunity/Affirmative Action Employer.

DIRECTOR HRD (Midwest). Our client, a nationally recognized leader in the health care community, has a newly created position for a professional to bring leadership in the areas of non-clinical education/training, recruitment, assessment, management & staff development, and HR planning.

There is a preference for a Ph.D./Ed.D., with proven experience in: HR planning & development, performance evaluation; quality improvement; training & education; and recruitment/assessment. This is a unique opportunity for a dynamic professional capable of making an impact as a leader in strategic HR planning.

Respond in strictest confidence with resume and salary requirements to the consultant: **J. ISAACS, Grant Cooper & Associates, Inc., 795 Office Parkway, Suite 117, St. Louis, MO 63141, (314) 567-4690.** An Equal Opportunity Employer.

VICE PRESIDENT RESEARCH & DEVELOPMENT. Full-time position is available immediately. A Ph.D. in psychology is required. The successful candidate will have a demonstrated ability to personally develop and to supervise the development of high quality tests and assessment products in print and software formats in a timely and cost-effective manner. Knowledge of competitive assessment products is desirable. The Director of R&D is responsible for the creation, implementation, and completion of our R&D strategic goals. Plans and manages all operations related to the research, acquisition, development, and successful publication of company products. Supervises and evaluates performance of growing R&D staff. Develops and manages R&D annual budget. Chairs company publications committee. Salary is negotiable and based on experience. Strong incentive program, company profit sharing, and excellent benefits. Send Resume to: **S. G. Seminoff, Exec. V.P., Psychological Assessment Resources, P.O. Box 998, Odessa, FL 33556, or call (813)968-3003.**

RESEARCH PSYCHOLOGIST. Immediate opening. The National Institute for Occupational Safety and Health (NIOSH)/Centers for Disease Control and Prevention (CDC) is seeking a full-time research psychologist to join its job stress research group in the Applied Psychology/Ergonomics Branch in Cincinnati, Ohio. Of special interest are candidates at the Ph.D. level, with training in the areas of social, I/O, or experimental psychology, psychophysiology, biopsychology, or other areas appropriate for the scientific investigation of job stress. The incumbent will direct worksite and laboratory research projects to determine risk factors for job stress and develop stress prevention strategies. Applicants should have knowledge of the job stress literature, training and/or experience in methodologies used in conducting field and laboratory-based research in job stress, and good writing and speaking skills. Appointment may be made at the GS-11 (\$33,623-43,712 per annum) level with promotional opportunity to GS-13 (\$47,920-62,293 per annum). CDC/NIOSH is an Equal Opportunity Employer and offers a smoke-free environment. Requests for application information and inquiries should be directed to: **Dorothy Surdick, Personnel Management Office (513-533-8211), NIOSH, 4676 Columbia Parkway, Cincinnati, Ohio 45226.** Applicants must be U.S. citizens.

CONSULTING PSYCHOLOGIST/MANAGEMENT CONSULTANT. Sperduto & Associates, Inc., an Atlanta-based consulting firm, is seeking a doctoral level, Georgia licensable psychologist to join its growing practice. The firm provides a variety of consulting services to top management, includ-

ing individual psychological assessment, management development, team building/development, and organizational analysis/design/development.

This position is an immediate, fulltime career opportunity for an individual looking to make a long-term commitment. Individual will learn in a fast-paced, supportive, apprenticeship type training environment. Competitive entry-level salary, with outstanding bonus opportunities and long-term earning potential based on performance.

Qualified candidates should possess: (1) strong interpersonal skills, (2) comfort interfacing with executives, (3) interest in understanding individual personalities and behavior, and (4) desire to learn and grow professionally. Counseling and assessment skills are desirable.

Send resume and cover letter to: **Kay Loerch, Ph.D., SPERDUTO & ASSOCIATES, INC., 100 Peachtree Street, Suite 500, Atlanta, GA 30303.**

CONSULTANT OR PROJECT MANAGER. HRStrategies is a full-range human resources consulting firm with offices in Detroit, Houston, Los Angeles, and New York City areas. Across the offices, HRStrategies has one of the largest complements of Industrial-Organizational Psychologists in the nation. Our business spans a range of industry groups, including the manufacturing, electronics, retail, transportation, pharmaceutical, petroleum, health care and entertainment industries. We work in both the public and private sectors. We are seeking experienced Ph.D. or Master's level I-O psychologists who have strong writing, presentation, psychometric and statistical skills. Initial job duties would depend upon previous experience, and would include participation in a range of activities associated with the construction and implementation of selection systems (e.g., test development, test validation, interview construction and training, assessment center design), performance appraisal systems, career developmental programs, compensation programs, and attitude surveys. Advancement potential within the firm is commensurate with performance and ongoing development of skills. Salary competitive. Send resume to: **Dr. John D. Arnold, Senior Vice President, HRStrategies, Inc. P.O. Box 36778, Grosse Pointe, MI 48236.**

HUMAN RESOURCES RESEARCH INTERN. BellSouth Corporation, a leader in the telecommunications industry, is currently accepting applications for predoctoral industrial/organizational psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource programs and gain valuable experience while interacting with licensed I/O psychologists and human resources professionals. The internships are full-time and last six to twelve months, beginning in January or July. All positions are located in Atlanta, Georgia.

Qualified applicants will be enrolled in a doctoral program in I/O or a related field and have completed a Master's degree or equivalent (admitted to doctoral candidacy). Applicants should possess strong research, analytical, interpersonal, and communications (both oral and written) skills. Experience in PC SAS is highly desirable.

The deadline for completed applications is October 15 for internships beginning in January and April 15 for internships beginning in July. Qualified applicants are invited submit a cover letter, resume, and two letters of recommendation to: **Deborah Uher, Ph.D., BellSouth Corporation, Room 13C02, 1155 Peachtree St., NE, Atlanta, GA 30367-6000.**

UTAH DEPARTMENT OF EMPLOYMENT SECURITY

Test Development Specialist II (23) \$11.01 hourly. Utah Department of Employment Security, Salt Lake City, Utah.

Summary of Duties: Assists with major projects involving complex technical research and administrative issues on a national scale; under general direction, designs psychological/scientific research for job analysis and assessment projects; provides technical assistance on test and assessment development and research projects, including statistical analysis, writes original publishable technical reports or journal articles; monitors, reviews and analyzes individual project progress; performs other related duties as assigned.

Education and Experience: Bachelor's degree in psychology or related behavioral sciences, statistics, or other fields related to test development and the analytical research of human behavior or learning processes, including or supplemented by at least three quarter hours of statistics and three quarter hours of tests and measurement; plus two years of full-time paid professional employment related to job analysis, employment screening, statistics, learning research, or other related behavioral science, including at least one year of test development and validation. Full-time paid employment in Test Development, Statistics, Behavioral Science, Analytical Research or related fields can be substituted on a year-for-year basis for the bachelor's degree; or related graduate study can be substituted on a year-for-year basis for the required related professional employment. Preference will be given to applicants who have a bachelor's degree with emphasis in Industrial and Organizational Psychology and at least three (3) quarter hours in Research Methodology (Master's preferred).

Submit official State application (DHRM-7) and transcripts to: **Utah Department of Employment Security, Human Resource Unit, 140 East 300 South, P.O. Box 11249, Salt Lake City, Utah 84147-0249.** Opening Date: 3/17/93 Closing Date: 3/31/93

UTAH DEPARTMENT OF EMPLOYMENT SECURITY

Test Development Specialist III (25) \$12.28 hourly. Utah Department of Employment Security, Salt Lake City, Utah.

Summary of Duties: Conducts and assumes lead responsibility in major projects involving complex technical research and administrative issues on a national scale; designs and evaluates psychological/scientific research designs for job analysis and assessment projects; provides advanced technical assistance on all aspects of test and assessment development and research projects, including statistical analysis; writes original publishable technical reports, or journal articles and prepares position papers for management; monitors, reviews and analyzes program and project progress; performs other related duties as assigned.

Education and Experience: Bachelor's degree in psychology or related behavioral sciences, statistics, or other fields related to test development and the analytical research of human behavior or learning processes, including or supplemented by at least three quarter hours of statistics and three quarter hours of tests and measurements; plus three years of full-time paid professional employment related to analysis, employment screening, statistics, learning research, or other related behavioral sciences, including at least two years of test development and validation. Full-time paid employment in Test Development Statistics, Behavioral Science, Analytical Research or other related fields can be substituted on a year-for-year basis for the bachelor's degree; or related graduate study can be substituted on a year-for-year basis for the required related professional employment. Preference will be given to applicants who have a bachelor's degree with emphasis on Industrial and Organizational Psychology and at least three (3) quarter hours in Research Methodology (Master's preferred).

Submit official State application (DHRM-7) and transcripts to: **Utah Department of Employment Security, Human Resource Unit, 140 East 300 South, P.O. Box 11249, Salt Lake City, Utah 84147-0249.** Opening Date: 3/17/93 Closing Date: 3/31/93

UTAH DEPARTMENT OF EMPLOYMENT SECURITY

Test Development Supervisor (27) \$13.70 hourly. Utah Department of Employment Security, Salt Lake City, Utah.

Summary of Duties: Supervises analysts in the development of test batteries and other assessment tools, research procedures and related documents; works with other assessment Center Managers/Directors/Supervisors, etc. to develop and maintain a consolidated Assessment Research Development Work Plan; designs research plans that include a statement of the research question, materials to be used, sample composition, etc.; reviews and edits documentation of others, such as assessment procedures, technical reports,

manual and guidance materials, and special studies; provides technical support to users of vocational assessment products including interpretation of test data, providing information on test parameters and assessment availability; performs other related duties as assigned.

Education and Experience: Bachelor's degree in psychology or related behavioral sciences, statistics, or other fields related to test development and the analytical research of human behavior or learning processes, including or supplemented by at least three quarter hours of statistics and three quarter hours of tests and measurement; plus four years of full-time paid professional employment related to job analysis, employment screening, statistics, learning research, or other related behavioral sciences, including at least two years of test development and validation. Full-time paid employment in test development, statistics, behavioral sciences, analytical research, or other related fields can be substituted on a year-for-year basis for the required related professional employment. Preference will be given to applicants who have a bachelor's degree with emphasis on Industrial and Organizational Psychology and at least three (3) quarter hours in Research Methodology (Master's preferred).

Submit official State application (DHRM-7) and transcripts to: **Utah Department of Employment Security, Human Resource Unit, 140 East 300 South, P.O. Box 11249, Salt Lake City, Utah 84147-0249.** Opening Date: 3/17/93 Closing Date: 3/31/93

CONSULTANT/PROJECT MANAGER. Organizational Effectiveness Consultants (OEC) is a management consulting firm based in Chicago, with offices in San Francisco and Boston. We consult to a variety of companies, ranging from mid-sized to Fortune 500, in the areas of personnel selection, opinion surveys, alternative compensation, change management and executive coaching. To meet the demands of our rapidly growing client base, we are seeking consultants to assume total project responsibilities in personnel selection and opinion survey programs in all of our offices. The ideal candidate will have an advanced degree (Ph.D. preferred) in I/O Psychology or a related field. Candidates must have at least 5 years of experience in the field, including experience in a corporate environment, and experience managing large-scale projects in personnel selection and/or opinion surveys. Candidates must possess strong writing and oral presentation skills, a strong quantitative background and the ability to work in a fast-paced environment and meet multiple deadlines. Salary is commensurate with experience and background. Send resume and salary history to: **Daniel V. Lezotte, Ph.D., Vice President, Organizational Effectiveness Consultants, 216 S. Jefferson Street, Suite 201, Chicago, IL 60661.**

EXPERIMENTAL PSYCHOLOGIST. KRUG Life Sciences Inc., a 25 year Space and Life Sciences Company supporting NASA/Johnson Space Center, invites applications from experimental psychologists interested in investigating the psychological and psychosocial effects of long-term space flight and habitation. Applicants must have a M.S. degree in experimental psychology, industrial/organizational psychology, human factors psychology, or program evaluation, a minimum of two years work experience, and must be able to demonstrate advanced computer skills in database management.

Interested applicants should submit current resume, a list of references, and salary history **INDICATING POSITION #93-K24-01 to KRUG Life Sciences Inc., Human Resources Department, P.O. Box 58827, Houston, Texas 77258-8827.** EMPLOYMENT ELIGIBILITY VERIFICATION REQUIRED. E.O.E. M/F/H/V. Smoke-free workplace provided.

I/O PSYCHOLOGIST. The Department of Psychology at Bowling Green State University announces an entry level opening (Assistant Professor) beginning August 15, 1994. Candidates should have a Ph.D. degree in I-O psychology; area of specialization is open. A strong candidate for this position should have a strong quantitative background and an established research and publication record or demonstrated potential for establishing a research program. Responsibilities include teaching graduate and undergraduate courses in I-O psychology and supervising master's and doctoral level students. Our 35 member department (six I-O psychologists) offers numerous opportunities for cross-specialization collaboration, and teaching and research facilities are excellent. Applications for this position will remain open until the position is filled. To ensure fullest consideration, please send complete vita by October 15, 1993 to **I-O Faculty Search Committee, Department of Psychology, Bowling Green State University, Bowling Green, OH 43403.** BGSU is an Affirmative Action, Equal Employment Opportunity Employer.

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The **Industrial-Organizational Psychologist (TIP)** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. **TIP** is distributed four times a year to more than 3500 Society members; the Society's **Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4600 copies per issue.

Advertising may be purchased in **TIP** and the **Annual Convention Program** in units as large as two pages and as small as a half-page spread. In addition, "**Position Available**" ads can be obtained in **TIP** at a charge of \$75.00 for less than 200 words, and \$90 for less than 300 words. For information or placement of ads, contact: **SIOP Administrative Office, 657 East Golf Road, Suite 309, Arlington Heights, IL 60005.**

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Size of Ad	Number of Insertions	
	One Time	Four or More
Two-page spread	\$450	\$330
One page	\$270	\$200
Half page	\$210	\$165

PLATE SIZES

Size of Ad	Vertical	Horizontal
One page	7-1/4"	4-1/4"
Half page	3-1/4"	4-1/4"

PUBLISHING INFORMATION

SCHEDULE

TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The **Annual Convention Program** is published in March. The closing date is January 15th.

DESIGN AND APPEARANCE

5-1/2" x 8-1/2" booklet, printed by offset on enamel stock. Type is 10 point English Times Roman.

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